REASON ECONOM (XI)

ENGLISH CORE (CODE NO. 301)
CLASS – XI (2019-20)
SECTION – A (20 Marks)

READING COMPREHENSION
45 Periods

There shall be two unseen passages (including poems) with a variety of questions like Objective Type Questions, Short Answer Questions and Multiple Choice Questions, including 04 marks for vocabulary such as word formation and inferring meaning.

Multiple Choice Questions (1x6=6marks), Objective Type Questions (1x6=6marks), 01 Short Answer Question (3x1=3marks), 01 Long Answer Question (5x1=5marks)

The range of the two passages including a poem or a stanza, should be 900-1000 words as per the following details:

1. The passage of 550-600 words in length will be used for note-making and summarizing.

2. The passage of 350-400 words in length will be used to test comprehension, interpretation and inference. OR

3. An unseen poem of 28-35 lines to test comprehension, interpretation and inference.

4. The passages as given above could be of any one of the following types: Factual passages, e.g., illustrations, description, reports / Discursive passages involving opinion, e.g., argumentative, persuasive/Literary passages e.g. extracts from fiction, biography, autobiography, travelogue, etc. In the case of a poem, the text may be shorter than the prescribed word limit.

SECTION B (30 Marks)

WRITING SKILLS AND GRAMMAR
60 Periods

Writing
1. One Short Answer Question: Based on notice/poster/advertisement- 4 Marks
2. Two Long Answer Questions: Letters based on verbal/visual input. – (6x2=12 Marks)

It would cover all types of letters. Letter types may include:
(a) business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies)
(b) letters to the editor (giving suggestions/opinions on an issue)
(c) application for a job with a bio-data or résumé
(d) letter to the school or college authorities, regarding admissions, school issues, requirements/suitability of courses, etc.
3. Very Long Answer Question: Composition in the form of article/speech/report writing or a narrative- 8 Marks

GRAMMAR (6 Objective Type Questions)
Different grammatical structures in meaningful contexts will be tested. Item types will include gap filling, sentence re-ordering, dialogue completion and sentence transformation. The grammar syllabus will include determiners, tenses, clauses, modals and Change of Voice. These grammar areas will be tested through 6 objective type questions on the following:
A. Error Correction, editing tasks
B. Re-ordering of sentences,
C. Transformation of sentences

SECTION C (30 Marks)

LITERATURE 70 Periods

Questions from the prescribed texts to test comprehension at different levels, like literal, inferential and evaluative will be asked.
1. 1. Two Objective Type Questions out of three - Based on an extract from poetry to test reference to context comprehension and appreciation. – (1x2=2 Marks)
2. 2. Five Short Answer Questions out of six (3 questions should be from Hornbill) - Based on prose, poetry and plays from both the texts. (2x5=10 marks)
3. 3. One Long Answer Question out of two from Hornbill (to be answered in 120-150 words) Based on prescribed texts to test global comprehension and extrapolation beyond the texts. (6 Marks)
4. 4. One Long Answer Questions out of two from Snapshots (to be answered in 120-150 words) - Based on theme, plot, incidents or events to test global comprehension and extrapolation beyond the texts. (6 Marks)
5. 5. One Long Answer Question out of two from Hornbill (to be answered in 120-150 words)- Based on understanding appreciation, analysis and interpretation of the characters/events/episodes/incidents . (6 Marks)

Prescribed Textbook-
1. Hornbill: Textbook published by NCERT, New Delhi
2. Snapshots: Supplementary Reader published by NCERT, New Delhi.

INTERNAL ASSESSMENT of Listening and Speaking Skills 45 Periods

Assessment of Listening and Speaking Skills will be for 20 marks. It is recommended that listening and speaking skills should be regularly practiced in the class.
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<th>Typology</th>
<th>Testing Competences</th>
<th>Objective Type Questions including MCQs (1 mark each)</th>
<th>Short Answer Question (2 marks) each</th>
<th>Short Answer Question (3 marks) each</th>
<th>Long Answer Question 1 80-100 words (5 marks) each</th>
<th>Long Answer Question 2 120-150 words (6 marks) each</th>
<th>Very Long Answer Question 150-200 words (HOTS) (8 marks each)</th>
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English CORE XI (Code No. 301) Marks - 80 + 20 = 100
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**SECTION A – READING COMPREHENSION**
(20 Marks)

**Study tips**

- Read as much as you can. Any piece of good literature should not escape your hands: Your textbooks, the newspaper, or anything else you can lay your hands on.
- Read on varied topics; from philosophy to science to fiction. This will help you with the unseen passages and also enhance your vocabulary.
- Make a habit of talking in English and write down difficult words, understand their meanings and practice to include them in your speech.

**PASSAGE 1 SOLVED**

Nothing better sums up the outdoors than the centuries-old human endeavor to scale mighty peaks. Mountaineering involves hiking, climbing, or just simply walking on hilly or mountainous ground, with the help of technical equipment and support. In mountaineering, you come across different types of terrain - mainly snow, glaciers, ice or just naked rocks. The feats of the like* of Edmund Hilary and George Mallory to mention just two legendary mountaineers, have contributed to making this activity a popular one all around the world, one that has also been known to build a person’s character. One has to be physically robust, very fit and display a decent level of athleticism and suppleness of body to climb mountains; training, conditioning and preparation are essential if you are looking to attempt an ascent on a particularly challenging peak. In addition, the mountaineer, often having to withstand extreme climatic conditions, has to display a good degree of mental fortitude to survive and succeed.

But in the end, all of this is worth your while - there is no better feeling than being out in the open. In high nature's playground, breathing in the pristine mountain air, as close to the sky as it's humanly possible to be.
Mountaineering is as old as the earth, as old as human life. In the 19th century, many people would climb just for pleasure, for the sheer thrill of conquering peaks near and far. But over time, the sport has split into separate disciplines, each of them calling for varying degrees of skills and preparation. Today, climbers have the comfort of having the most advanced equipment and gear at their disposal. In contrast, men in ancient times had to rely on their feet, their legs, their arms and their hands - and their wits - to climb mountains. These old climbing techniques are still very much relevant today (as well as being utterly reliable and safe) but the 21st-century mountaineer has the added advantage of depending on hi-tech safety equipment. Closer home, the Himalayan Mountaineering Institute has played a big part in the conquest of the Greater Himalayas. Many of the planet’s mountaineering greats have tested their skills, and earned their name, in the Himalayan Theatre of Dreams, considered the ultimate arena for climbing enthusiasts.

Mountaineering demands a lot of your physical fitness, and attempts on the highest peaks can push your body to the limit. Before attempting any climb, make sure you are fit enough to endure everything that nature and the elements may throw at you. Remember that mountaineering may be a very exhilarating activity and it is far from being an easy sport! At high altitudes, it is important to give enough time for acclimatization. And make sure you get a clean bill of health from your doctor before embarking on an expedition.

1. On the basis of your understanding of the passage answer the following questions by choosing the most appropriate option. (1 × 6 = 6 marks)

1.1 Mountaineering involves

a. Hiking
b. climbing
c. Just simply walking on hilly or mountainous ground
d. All above

1.2 These old climbing techniques are:

a. Obsolete
b. Of no use
c. Not safe
d. still very much relevant today

1.3 The 21st-century mountaineer has the added advantage of:

a. Hi tech safety equipment
b. More opportunities
c. More funds
d. Training

1.4 One of the main institutes for climbing enthusiasts is

a. Mountaineering Institute
b. Himalayan Mountaineering Institute
c. Himalayan Theatre of Dreams
d. Himalayan Institute

1.5 Mountaineering demands:

a. Resources for life
b. Modern gadgets
c. Lots of physical fitness
d. Money

1.6 At high altitudes, it is important to give enough time for

a. Fun
b. money
c. acclimatization.
d. Resources

2. Answer the following questions as briefly: (1 × 4 = 4 marks)

a. What are the different types of terrain one come across in Mountaineering?

b. Name two legendary mountaineers who have contributed to make mountaineering popular all around the world.

c. What are the preparation that are essential for an ascent on a particularly challenging peak?

d. How Mountaineering has developed as a sport over a period of time?

e. Find the word in the passage which means the same as

I. courage (para 1)

II. thrilling (para 4)

PASSAGE 2

1. Happiness doesn't mean just to feel good. A review of hundreds of studies have found compelling evidence that happier people have better overall health and live longer than their less happy peers. Anxiety, depression, pessimism and a lack of enjoyment of daily activities have all been found to be associated with higher rates of disease and shorter lifespans

2. Having a network of social connections or high levels of social support has been shown to increase our immunity to infection, lower our risk of heart disease and reduce mental decline as we get older. Our emotions affect our long-term wellbeing. Research shows that experiencing positive emotions
in a 3-to-1 ratio with negative ones leads to a tipping point beyond which we naturally become more resilient to adversity and better able to achieve things.

3. Harvard School of Public Health examined 200 separate research studies on psychological wellbeing and cardiovascular health. Optimism and positive emotion were found to provide protection against cardiovascular disease, to slow progression of heart disease and reduce risk, by around 50%, of experiencing a cardiovascular event, such as a heart attack.

4. Recent research has shown that an 8-week mindfulness meditation class can lead to structural brain changes including increased grey-matter density in the hippocampus, known to be important for learning and memory, and in structures associated with self-awareness, compassion and introspection—people who are optimistic tend to be happier, healthier and cope better in tough times. Our happiness influences the people we know and the people they know.

5. Western neuroscience has now confirmed what Eastern wisdom has known for a long time. Happiness is a skill we can learn. Happiness, compassion and kindness are the products of skills that can be learned and enhanced through training, thanks to the neuroplasticity of our brains.

6. When we give to others it activates the areas of the brain associated with pleasure, social connection and trust. Altruistic behaviour releases endorphins in the brain and boosts happiness for us as well as the people we help. Studies have shown that giving money away tends to make people happier than spending it on themselves.

7. Most people think that if they become successful, then they'll be happy. But recent discoveries in psychology and neuroscience show that this formula is backward: Happiness fuels success, not the other way around. When we're positive, our brains are more motivated, engaged, creative, energetic, resilient, and productive.

1. On the basis of your understanding of the passage answer the following questions by choosing the most appropriate option. (1 × 6 = 6 marks)

1.1 Experiencing positive emotions in a 3-to-1 ratio with negative ones increases:

- a. our ability to withstand adversities
- b. mental decline
- c. heart diseases
- d. depression

1.2 Our happiness influences:

- a. only ourselves
- b. only others
- c. the people we know.
- d. no one.

1.3 Cardiovascular disease and heart attacks can be reduced by around 50% through:

- a. optimism
- b. positive emotions
- c. psychological wellbeing
1.4 Which of the following is NOT true:

a. happiness fuels success  
b. health fuels happiness  
c. happiness is not a skill  
d. success fuels happiness

1.5 Which of the following is NOT true when we engage our brain in positive act.

a. motivated  
b. creative  
c. resilient  
d. unproductive

1.6 Studies show people are happier when they

a. Spend money on themselves  
b. giving money away  
c. have no money  
d. have money

2. Answer the following questions briefly: (1 × 4 = 4 Marks)

1. What are things that are associated with higher rates of disease and shorter lifespans?
2. How does our social connections or high levels of social support help us ?
3. How does 8 week of mindfulness meditation can help us ?
4. What is the importance of Altruistic behaviour?
5. Find the word in the passage which means the same as (2 × 1 = 2 Marks)
   (i) a person able to withstand or recover quickly from difficult conditions, (para 2)
   (ii) Sympathetic (para 4)
QUESTIONS FOR PRACTICE

1. Read the passage and answer the questions that follow-

1. I was one of a party who hired an up-river boat one summer, for a few days’ trip. We had none of us ever seen the hired up-river boat before; and we did not know what it was when we did see it. We had written for a boat — a double sculling skiff; and when we went down with our bags to the yard, and gave our names, the man said, “Oh, yes; you’re the party that wrote for a double sculling skiff. It’s all right. Jim, fetch round THE PRIDE OF THE THAMES.”

2. The boy went, and reappeared five minutes afterwards, struggling with an antediluvian chunk of wood, that looked as though it had been recently dug out of somewhere, and dug out carelessly, so as to have been unnecessarily damaged in the process. My own idea, on first catching sight of the object, was that it was a Roman relic of some sort, — relic of WHAT I do not know, possibly of a coffin.

3. The neighbourhood of the upper Thames is rich in Roman relics, and my surmise seemed to me a very probable one; but our serious young man, who is a bit of a geologist, pooh-poohed my Roman relic theory, and said it was clear to the meanest intellect (in which category he seemed to be grieved that he could not conscientiously include mine) that the thing the boy had found was the fossil of a whale; and he pointed out to us various evidences proving that it must have belonged to the preglacial period.

4. To settle the dispute, we appealed to the boy. We told him not to be afraid, but to speak the plain truth: Was it the fossil of a pre-Adamite whale, or was it an early Roman coffin? The boy said it was THE PRIDE OF THE THAMES. We thought this a very humorous answer on the part of the boy at first, and somebody gave him twopence as a reward for his ready wit; but when he persisted in keeping up the joke, as we thought, too long, we got vexed with him. “Come, come, my lad!” said our captain sharply, “don’t let us have any nonsense. You take your mother’s washing-tub home again, and bring us a boat.”

5. The boat-builder himself came up then, and assured us, on his word, as a practical man, that the thing really was a boat — was, in fact, THE boat, the “double sculling skiff” selected to take us on our trip down the river. We grumbled a good deal. We thought he might, at least, have had it whitewashed or tarred — had SOMETHING done to it to distinguish it from a bit of a wreck; but he could not see any fault in it.

6. He even seemed offended at our remarks. He said he had picked us out the best boat in all his stock, and he thought we might have been more grateful. He said it, THE PRIDE OF THE THAMES, had been in use, just as it now stood (or rather as it now hung together), for the last forty years, to his knowledge, and nobody had complained of it before, and he did not see why we should be the first to begin.

7. We argued no more. We fastened the so-called boat together with some pieces of string, got a bit of wall-paper and pasted over the shabbier places, said our prayers, and stepped on board. They charged us thirty-five shillings for the loan of the remnant for six days; and we could have bought the thing out-and-out for four-and-sixpence at any sale of drift-wood round the coast.
1.1 On the basis of your reading of the above passage, complete the following statements with the help of given options.

1. The author and his friends were not happy with the boat they had got because
   (a) it was not the boat called *The Pride of the Thames*
   (b) it was shaped like a whale fossil or a coffin
   (c) it belonged to the Roman Era
   (d) it was very weak and worn out

2. The owner of the boat felt offended because the author and his companions
   (a) argued with him over the price he was charging
   (b) had carried out repairs on the boat without his permission
   (c) had suggested the boat was nothing better than a piece of wreck
   (d) had refused to accept that the boat was a double sculling skiff

3. “In which category he seemed to be grieved that he could not conscientiously include mine” (Para 5). Which category is the author talking about here?
   (a) people of highest intellect
   (b) people of very little intellect
   (c) people who dealt in old relics
   (d) people who were experts of fossil studies

4. “We argued no more” (Para 14). The author makes this comment because
   (a) they believed *The Pride of the Thames* was indeed a double sculling skiff
   (b) they realised that it was no use arguing with the boat owner
   (c) the boat owner threatened that he would not rent out the boat to them
   (d) the boat owner had agreed to carry out necessary repairs to the best

5. Before starting out on their journey the author and his friends said a prayer. Which of the following do you think is the most probable reason for doing so?
   (a) they expected the river to be in high tide
   (b) they would have to pay heavy damages if they lost the boat
   (c) they were all very superstitious
   (d) they were afraid that the boat will break up and sink in the river

6. Which of the following is the most dominant characteristic of the passage?
   (a) humour            (c) exaggeration
   (b) irony            (d) suspense

1.2 Answer the following questions as briefly as possible.

a) What did the narrator first think about the boat to be?

b) How old was the *The Pride of the Thames*?

b) How did they prepare themselves for the boat journey?
1.3 Find words from the passage that mean the same as:

a) guess (Para 3)
b) rejected or ridiculed an idea as worthless (Para 3)
c) hurt (Para 6)

2. Read the following poem carefully and answer the questions that follow:

O Captain! my Captain! our fearful trip is done;
The ship has weathered every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring.

But O heart! heart! heart! O the bleeding drops of red! Where on the deck my captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up! for you the flag is flung, for you the bugle trills:
For you bouquets and ribboned wreaths, for you the shores a-crowding;
O Captain! dear father!
This arm beneath your head;
It is some dream that on the deck
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still:
My father does not feel my arm, he has no pulse nor will.
The ship is anchored safe and sound, its voyage closed and done:
From fearful trip the victor ship comes in with object won!
Exult, O shores! and ring, O bells!
But I, with silent tread,
Walk the spot my captain lies Fallen cold and dead. - Walt Whitman

1. The narrator says that they have........
   (a) achieved their target
   (b) missed their target
   (c) left their trip in mid-way
   (d) completed their tail of Indian ocean

2. The prize is the USA’s
   (a) Victory in the World War II
2. **MENDING WALL**

Something there is that doesn’t love a wall,
That sends the frozen-ground-swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.

(5) The work of hunters is another thing:
    I have come after them and made repair
    Where they have left not one stone on a stone,
    But they would have the rabbit out of hiding,
    To please the yelping dogs. The gaps I mean,

(10) No one has seen them made or heard them made,
    But at spring mending-time we find them there.
I let my neighbor know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.

(15) We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:
'Stay where you are until our backs are turned!'

(20) We wear our fingers rough with handling them.
Oh, just another kind of outdoor game,
One on a side. It comes to little more:
There where it is we do not need the wall:
He is all pine and I am apple orchard.

(25) My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, 'Good fences make good neighbors.'
Spring is the mischief in me, and I wonder
If I could put a notion in his head:

(30) 'Why do they make good neighbours? Isn't it
Where there are cows? But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offense.

(35) Something there is that doesn't love a wall,
That wants it down.' I could say 'Elves' to him,
But it's not elves exactly, and I'd rather
He said it for himself. I see him there
Bringing a stone grasped firmly by the top

(40) In each hand, like an old-stone savage armed.
He moves in darkness as it seems to me,
Not of woods only and the shade of trees.
He will not go behind his father's saying,
And he likes having thought of it so well
He says again, 'Good fences make good neighbours.'

- Robert Frost

2.1 Answer the following questions as briefly as possible.

a) Why does the wall keep falling time and again?

b) Why do you think the poet agrees to build the wall every time it falls down?

c) Do you think the poet and his neighbours are 'good' neighbours? Why / Why not?

d) Why does the poet feel a magic spell is needed to keep the wall standing intact?
e) What do you think the wall in the poem symbolizes?
f) ‘like an old-stone savage armed’ (line 40 is an example of which literary device?

2.2 Complete the following statements with the help of given options. 6
1. ‘The work of hunters is another thing’ (line 5). Here ‘thing’ refers to
   a) another reason why the wall needs to be mended
   b) another reason why the poet hates the wall
   c) another reason why the neighbour wants the wall
   d) another reason why the wall keeps falling down
2. The meaning of the expression ‘we meet to walk the line’ (line 13) is best illustrated by
   a) the poet and his neighbour draw the boundary line
   b) the poet and his neighbour inspect the damage to the wall
   c) the poet and his neighbour repair the wall
   d) the poet and his neighbour get ready for a game
3. The poet feels the wall is
   a) unnecessary where it is
   b) necessary where it is
   c) to be mended again and again
   d) useful as a boundary
4. The meaning of the expression ‘an old-stone savage armed’ (line 40) is best illustrated by
   which of the following?
   a) the poet is more civilized by the neighbour
   b) the neighbour has not evolved and matured into a civilized man
   c) the poet fears that his neighbour is going to attack him
   d) the poet thinks that he is a threat to the neighbour
5. ‘He moves in darkness...’ (line 1). Here ‘darkness’ symbolizes
   a) ignorance and narrow-mindedness
   b) stupidity and foolishness
   c) lack of proper light
   d) shade of the wall
6. The word ‘abreast’ (line 4) as used in the poem means
   a) facing each other
   b) side by side
   c) backs turned to each other
   d) close by

Note Making and Summarising

Tips for NOTE MAKING

Characteristics of Notes
- Short
Includes the important information in brief
- Logically presented in sequence
- Organised appropriately under Heading and Sub Heading.

Mechanics of Note-Making

(a) Use ofAbbreviations:
(i) Capitalized first letter of words: UNO, CBSE, NCERT, etc.
(ii) Arithmetic symbols: (> <, , /, kg., % etc.)
(iii) Commonly used: (in newspapers, magazines etc.)
(sc., govt., Eng., Sans.)
(iv) Invented: First and last few letters of the words with a dot at the end (edul, poln., popn. mfg.).

(b) Proper Indentation

Heading (Title)
1. Sub Heading ..................
   1.1 — (Point)
   1.2 — (Point)
   1.3 — (Point)
      1.1.1 — (Sub-point)
      1.1.2 — (Sub-point)
2. Sub-Heading

(c) Make use of words and phrases only. Avoid full length sentences.
(d) Give appropriate Title. The title may be given at the starting of notes or before summary which is of 3 marks and should not be more than 1/3 of the passage’s length.

PASSAGE SOLVED -8 MARKS

Read the passage given below: 8 marks

About two-thirds of the world’s population is expected to live in the cities by the end of 2020, and, according to the United Nations, about 3.7 billion people will inhabit the urban areas some ten years later. As cities grow, so do the number of buildings that characterise them: office towers, factories, shopping malls, and high-rise apartments. These structures depend upon artificial ventilation systems to keep clean and cool air flowing inside. We know these systems by the term ‘air conditioning’.

Although many of us feel that air-conditioners bring relief from adverse weather outside, they pose many health risks. One such disease is called Legionnaires’ disease, which was first recognised in the 1970s. This was found to have affected people in buildings with air conditioning systems in which...
warm air pumped out of the system’s cooling towers was somehow sucked back into the air intake, in most cases owing to poor design. This warm air was, needless to say, perfect environment for growth of disease carrying bacteria originating from outside the building, where it existed in harmless quantities. Cases of the disease are becoming less with advanced systems designs and modifications to older systems, but many old buildings, particularly in developing countries still need monitoring.

Ways in which air-conditioners work to ‘clean’ the air can inadvertently cause health problems too. One such way is with the use of an electrostatic precipitator, which removes dust and smoke from the air. What precipitators also do, however, is emit large quantities of positive air ions into the ventilating system. A growing number of studies show that overexposure to positive air ions can result in headaches, fatigue and feeling of irritation.

Finally, it should also be pointed out that the artificial climatic environment created by air-conditioners can also adversely affect us. In a natural environment, whether indoor or outdoor, there are small variations in temperature and humidity. Indeed, the human body has long been accustomed to these normal changes. In an air-conditioned living or work environment, however, body temperatures remain well under our normal body temperature. This leads to a weakened immune system and thus greater susceptibility to diseases such as cold and flu.

The Dangers of Air-Conditioning

1) High Use of a/c
   a) About 2/3rd population expected to live in cities by end of 2020
   b) Approx. 3.7 billion ppl will inhabit urban areas in 10 yrs.
   c) cities are growing
      c.i) cities increasing in no.
      c.ii) these structures depend on artificial air-conditioning

2) a/c pose many health hazards
   a) Legionnaires’ Disease
      a.i) first recorded in 1970s
      a.ii) source- bacteria
      a.iii) caused by faulty air-conditioning system
   b) Cases of the disease are becoming fewer
      b.i) with advanced system designs & modification to older systems.
      b.ii) developing countries still need monitoring.

3) The way a/c work is a prob.
   a) electrostatic precipitators remove dust & smoke particles from air
   b) also emit positive ions an over-exposure to which result in headaches, fatigue & irritation.

4) Artificial climatic environment created by a/c is harmful
   a) natural environment has small variations in temp.
b) in air-conditioned environment, temp. remains lot under normal temp.
   b) this leads to weak immunity
   bii) i.e susceptibility to diseases such as cold & flu

Summary-

Air-conditioners pose a serious threat to our lives. With rapid urbanisation, and fast-growing populations, the use of air-conditioners has increased hugely, which has led to many unheard-of diseases such as Legionnaires’ Disease, and also to some more common ones like cold and flu, which mainly occur due to sharp change in temperature. The way air-conditioners work, in itself, poses a risk to our health—the electrostatic precipitator, which removes dust and pollution from the air, also emits positive air ions, an overexposure to which leads to headache, fatigue and feelings of irritation.

PASSAGES FOR NOTE MAKING PRACTICE

PASSAGE 1

1. Fasting is said to bring a host of benefits provided if done under medical supervision. Doctors explain how to go about it. Food is to the body what fuel is to a motor vehicle. It provides energy, helps repair and rejuvenation and confers many other benefits. A lot of research has been done and is being done on fasting. When one fasts, the digestive organs get rest and all body mechanisms are cleansed. While fasting, the natural process of toxin excretion continues while influx of new toxins is reduced. The energy usually used for digestion is redirected to immune function and cell growth. Fasting helps you heal with greater speed, cleanses your liver, kidneys and colon, purifies your blood, helps you lose excess weight and water, flushes out toxins, clears the eyes and tongue and cleanses the breath.

2. Another research says fasting, even occasionally, helps in de-toxification. Through fasting we restrict digestive activity and so energy is utilised to cleanse different systems. Fasting improves metabolism, sharpens the senses, calms the mind, helps lose weight, improves general
immunity, improves concentration and mental clarity. Fasting, if understood and done under supervision, has tremendous benefits and impacts one at various planes; mental, emotional, physical and spiritual. Specifically it serves as an aid to effective detoxification, helps in repair and rejuvenation, offers rest to the gastro-intestinal system and promotes mobilisation of excess fat.

3. The crucial point to note is the difference between fasting and starvation. Research suggests there are major health benefits to calorie restriction. Among other things it slows down the aging process. According to the US National Academy of Sciences, other benefits include stress resistance, increased insulin sensitivity and increased lifespan. Glucose is the body’s primary fuel source and is essential for the brain’s functioning. When denied glucose for more than 4 - 8 hours, the body converts glycogen stored in the liver into a usable form of fuel and supplements it with small amounts of protein. This will last for upto 12 hours before the body turns to glycogen stored in muscles. If glucose is still denied at this point, the body continues to use fat for as long as it is available. If the fast is not broken, starvation occurs, as the body begins to use protein for fuel. Death can occur if fasting is pursued to the point of complete starvation.

(a) On the basis of your reading of the above passage make notes on it using recognizable abbreviations (minimum four) wherever necessary. Use a format you consider appropriate.
Supply a suitable title. (5 marks)
(b) Write a summary of the passage in about 80 words. (3 marks)

PASSAGE 2
1. In a very short period of time the internet has had a profound impact on the way we live. Since the Internet was made operational in 1983, it has lowered both the costs of communication and the barriers to creative expression. It has challenged old business models and enabled new ones. It has provided access to information on a scale never before achievable.
2. It succeeded because we designed it to be flexible and open. These two features have allowed it to accommodate innovation without massive changes to its infrastructure. An open, border less and standardized platform means that barriers to entry are low competition is high, interoperability is assured and innovation is rapid.
3. The beauty of an open platform is that there are no gatekeepers. For centuries, access to and creation of information was controlled by the few. The internet has changed that and is rapidly becoming the platform for everyone, by everyone.
4. Of course, it still has a way to go. Today there are only about 2.3 billion internet users, representing roughly 30% of the world's population. Much of the information that they can access online is in English, but this is changing rapidly.
5. The technological progress of the internet has also set social change in motion. As with other enabling inventions before it, from the telegraph to television, some will worry about the effects of broader access to information -- the printing press and the rise in literacy that it effected were, after all, long seen as destabilizing. Similar concerns about the internet are occasionally raised, but if we take a long view, I'm confident that its benefits far outweigh the discomforts of learning to integrate it into our lives. The internet and the World Wide Web are what they are because literally
millions of people have made it so. It is a grand collaboration.

6. It would be foolish not to acknowledge that the openness of the internet has had a price. Security is an increasingly important issue and cannot be ignored. If there is an area of vital research and development for the internet, this is one of them. I am increasingly confident, however, that techniques and practices exist to make the internet safer and more secure while retaining its essentially open quality.

7. After working on the internet and its predecessors for over four decades, I'm more optimistic about its promise than I have ever been. We are all free to innovate on the net every day. The internet is a tool of the people, built by the people for the people and it must stay that way.

(a) On the basis of your reading of the above passage make notes on it using recognizable abbreviations (minimum four) wherever necessary. Use a format you consider appropriate.

(b) Write a summary of the passage in about 80 words.

PASSAGE 3
Read the passage given below:

1. Toddlers with greying hair, an eight-year old with high pressure and cholesterol, a preadolescent who has the physique of a 20 year old - the signs are ominous. Biological clocks in children are ticking rapidly and the rate at which their organs are aging is faster than their chronological age.

2. The country's medical fraternity may take pride in improving life expectancy, but the spurt in lifestyle diseases, especially among children, has resulted in premature aging. This means the increased life expectancy doesn't necessarily translate into improved quality of life. Every organ in human body has an age and when a child suffers from lifestyle diseases like cholesterol and diabetes, his or her organs take a beating. Thus, the functionality of an eight-year-old child's organs is that of a 30-year-old. Manifestations of their problems are evident, with children as young as three sporting glasses, early signs of facial hair in boys. Diabetes and hypertension is leading to stress on organs. Children's organs are ageing, though they may be young in terms of years.

3. Doctors in India say that they are treating more children with ailments usually associated with adults. The main reasons are environmental and dietary. Pediatric obesity, which is reaching epidemic proportions, high stress levels, sedentary and changing lifestyles and various chemicals used in food contribute to premature aging.

4. When diabetes sets in at an early stage, the child's blood vessels start stiffening which happens only in older people. Technically, we are starting at a scenario, where the child is aging much faster than his chronological age.

(Source: The Times of India)

(a) On the basis of your reading of the passage, make notes on it using recognizable abbreviations
SECTION B – ADVANCED WRITING SKILLS
(30 Marks)

Study Tips for writing section

1. The writing section is the most interesting and functional part of the syllabus.
2. You need to know the formats properly to be able to make a good presentation.
3. This part needs regular practice to master the skill of effective writing.
4. Ideas to be jotted down in a logical and coherent manner.
5. Overall organization of the content as well as the expression is very important.
6. The word limit prescribed for each question to be utilized judiciously.

Short writing Skills

Notice/ Advertisements/ poster

Notice Writing
Purpose of writing- To inform people about various issues, events, to give instructions
Where to use- Schools, organizations, Govt. Bodies, Housing Societies

Main Characteristics
a- Format- The format must include name of the organization/institute, the word "Notice", Date heading, writer’s name and designation.
b- Content- The content answers the question ‘What’, ‘When’, ‘Where’ and ‘how’ etc.
c - Expression- Expression relates to the overall organization and relevance of the content besides grammatical accuracy and fluency. It should be in a box.

Making Scheme
Format - 1 Mark
Content - 2 Marks
Expression - 1 Marks

Things to remember:
1. Personal pronouns are not used.
2. Write from the third persons’ perspective
3. Style and tone of the language should essentially be formal. But a notice from an individual (like Lost and Found) can use informal style as well.
4. Word limit is 50 words
5. Box is mandatory.
Sample Notice:

As the Sports Captain of your school write a notice for school notice board informing budding cricketers to attend trials for the selection of under-18 school team.

MILLENIUM SCHOOL, DELHI

NOTICE

23 June 20XX

CRICKET TRIALS FOR UNDER-18 SCHOOL TEAM

This is to inform to our cricket players that selection to school teams will be made on 29 June, 20XX between 9:00 AM and 5:00 PM in the school playground. Budding players who wish to be in the school team must attend the trials with complete cricket kits. In all 20 players will be short-listed for each team purely on the basis of their all-round performance.

ANKUR SHARMA
Sports Captain

On behalf of the Principal of Haryana Rajya Bal Bhavan, Madhuban (Karnal), write a notice announcing the admission of orphan and destitute boys to the institute. Give details like age of applicants, facilities available and the contact number.

HARYANA RAJYA BAL BHAVAN, MADHUBAN (KARNAL)

7th March 20xx

NOTICE

ADMISSION OPEN

Admissions are open in Haryana Rajya Bal Bhavan, Madhuban (Karnal) for the orphan and destitute boys of the Haryana state who are in the age group of 7 to 12 years. The whole expenditure on maintenance like food, education, medical, clothing etc will be borne by the institution.

For further details, contact the undersigned.

(RAJESH KAMBOJ)
Principal
NOTICES FOR PRACTICE

1. You are Roopa/Ritesh, the cultural secretary of RPW Nandnagri. You have been asked to inform the students of class IX and XII about an Inter School Nukkad Natak Competition. Draft a notice in not more than 50 words for the students’ Notice board. Invent the necessary details.

2. The present batch of class XII students of your school is about to bid farewell to the school and the class XI students wish to host a farewell party in their honour. As the Senior Prefect of your school, write a notice for the Students House Council and XI class monitors to attend a meeting to plan the party.

3. The Hindustan Times Pace Programme is planning to hold fun-filled workshops on candle making and clay modelling for all Class VIII students on Children’s Day in the school. As Altaf, the Head Boy, write a notice informing students about it. Include necessary details and write the notice in not more than 50 words.

4. As the Secretary of the Science Club of your school, write a notice in about 50 words informing students of an inter class science quiz.

5. Write a notice for the school notice board informing the students about the visit of the Director of Education to your school on the occasion of Independence Day celebration. Write the notice in not more than 50 words asking the students to maintain punctuality, cleanliness and discipline.

6. You are the Student Editor of SKV, Andrews Ganj. Write a notice inviting articles, stories, cartoons, crossword, puzzles, jokes, etc for the school magazine. Write the notice in not more than 50 words.

7. The Lions Club, Delhi, is organising a 15 day course in Photography during the summer holidays for students of Class XII. Write a notice informing students of your school and asking them to enroll. The charges are Rs. 1000/-. Students should have their own cameras. You are Yash, the Head boy.

2. You are Vikram/ Vinita, the sports secretary of Jawahar Public school, Varanasi. Draft a notice inviting students to give their names for various events to be organized on the Annual Sports Day of the school.

3. Saurabh Choudhary, a student of class XI has lost his calculator somewhere in the school premises. Write a short notice to be put up on the school notice board requesting the finder to return it to him. Saurabh is a student of Jain Modal School, Varanasi.

4. You are the principal, Marigold Public School, Bhopal. Your school is introducing vocational courses for class XI for the first time. Draft a notice for putting it up on the school’s website.

5. Centre for Environment is organizing a workshop at community centre Vasant Vihar, Delhi, to create awareness about environmental concerns on 15th and 16th July, 20xx from 9 a.m to 4 p.m.
Put up a Notice informing the same to your society members. You are the secretary of Apex Housing Society.

6. As sports Secretary of S.D. Public School, Pune draft a notice in not more than 50 words for your school notice board informing the students about the sale of old sports goods of your school. You are Rohini / Rohit.

7. You are Rohit / Ritu, Secretary, Welfare Association, ABC Colony, Chennai, Write a notice in not more than 50 words to be placed on the notice board informing the residents that there would be no water supply for two days in your colony due to major pipeline repair work.

Advertisements

Advertisements are a sort of public notices asking for or offering services or buying and selling property, goods etc. or providing information about missing persons, objects. It is a type of communication whereby people persuade customers to utilize their services. There are two types of advertisements

1. **Classified Advertisements**

   Classified ads are called **CLASSIFIED ADS** because they are CLASSIFIED into different type of categories depending on their functions. Classified advertisements are advertisements used by the general masses to promote or use services.

   They are generally **text-based ads** where newspaper agencies generally charge on the number of words used. So, you can very well imagine that there is no place for long sentences here and the only concern is to get things noticed with as minimum words as possible.

1. **Display Advertisements** - Display Advertisements are visually attractive with catchy slogans, witty expressions, punch lines and pictures or sketches. They take more space and are more expensive in terms of the cost of advertising.

Kinds of Classified Advertisements

1. Situation Vacant/Wanted
2. To Let/ Accommodation wanted
3. Sale and purchase
4. Lost and found
5. Educational
6. Matrimonial
7. Placement services

**IMPORTANT TIPS TO BE FOLLOWED**

(a) **Classified Advertisements**

- Clearly state the category at the top - e.g. - For Sale, To Let etc.
- Give all necessary details in points using commas.
- Write at least 5 features
- Comprehensive (Do not leave any important thing)
- Give contact address, name, and telephone number.
- Put the matter in a box.

(b) **Display Advertisement**

- Give a catchy caption.
- Present the matter attractively using slogans, metaphors and catchy phrases.
- Give name and address of the advertiser.
- Present the matter in a box.

**Marking Scheme**

<table>
<thead>
<tr>
<th>Format Suitable Heading/Classification)</th>
<th>1 Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>2 Marks</td>
</tr>
<tr>
<td>Expression (Grammatical Accuracy, Spellings Suitable Style)</td>
<td>1 Mark</td>
</tr>
</tbody>
</table>

1. **Situation Vacant**

1. Always begin with **WANTED** or **REQUIRED**
2. Name of the organization must be always present
3. Number of vacancies and the post for which advertised should be clearly stated.
4. The age and gender of the candidate required.
5. Qualification and requisite experience needed for the post.
6. Pay scale, perks and also the mode of applying (E-mail, postal, etc)
7. Contact address and phone number for correspondence

**SITUATION VACANT**

**WANTED** a smart, confident P.A./Stenographer for a leading export house. Qualification – graduate, age – 25-30 years. Typing speed 40 wpm, short hand speed 100 wpm. Preference to those who can handle computer. Salary negotiable. Apply with complete bio-data by 20th December 20XX to Secretary, Orient Export House, T. Nagar, Delhi. PH: 011-21111111

2. **To Let**

1. Begin with **WANTED** or **AVAILABLE**
2. Type of accommodation should be mentioned.
3. Rent expected
4. Give proximity to markets and also indicate whether it’s sun facing, etc.
5. Contact address and phone number

**ACCOMMODATION WANTED**

Metals & Minerals Corp. of India needs suitable accommodation on rent to be used as a guesthouse. Should be located in a posh area with excellent facilities. Uninterrupted water & electricity. Nearby market must. Owners please contact R. Lal, Executive Manager, Ph: 01123333333.

**TO LET**

AVAILABLE 1500 sq. ft. ground floor of a newly built house in SwasthyaVihar with two spacious bedrooms, attached bathrooms, drawing-com-dining room, kitchen and interiors. Rent expected - Rs. 7000/-. Interested persons may please contact _Anurag SwasthyaVihar, New Delhi Phone-27439543/anurag28@gmail.com
3. Sale/Purchase of Property/Assets

1. Begin with FOR SALE/PURCHASE/WANTED
2. Brief physical description
3. a. *Property* – Number of floors, size, number of rooms, location and surroundings.
   b. *Vehicles* – Colour, model, accessories, year, modifications (if any), price, mileage and condition.
   c. *Household goods* – Condition, price offered or expected

   **FOR SALE**
   AVAILABLE in Mukherjee Nagar, DDA flat, ground floor, two bedrooms, balcony attached, East facing, car parking available, park facing, best location, nearby market, metro, school, bank, hospital, reasonable price, contact A. B. Singh 41, Mukherjee Nagar, Delhi. Mobile #9250556655

   **FOR SALE**
   Available Maruti 800, Red Colour, LX, model 1999, self-driven, sparingly used, scratch less, stereo, air-conditioned, beautiful upholstery, no expenses, third party insurance Contact C. D. Kumar #9350556655

4. Educational

1. Name of the institution
2. Past record
3. Courses offered and their durations
4. Eligibility criteria and details of admission test (if any)
5. Facilities and fee structure
6. Scholarship information
7. Last date for registration, etc.
8. Contact address and phone number

   **EDUCATIONAL**
   IIFL announces the commencement of its courses in Japanese, French and German. Duration – 3 months. Eligibility – senior secondary. Excellent faculty. Computerized training. Incentives for early birds. Send in your applications by 1st June, 2012 or contact secretary #9350556655

5. Missing person

1. Brief physical description of the missing like height, complexion and built.
2. Name, age and any health related issues about the missing person
3. Clothes, accessories or any other identifying features.
4. Tell about the place last seen
5. Details of reward if any
6. Contact address and Phone number
MISSING
MISSING, Priyanka Khanna, 12 years, 4'3” tall, fair, slim built, wearing black t-shirt and blue jeans since 2.2.2012 from M. G. Road, Gurgaon. Speaks Hindi and English. Informers will be suitable rewarded. Inform M. G. Road Police station #9876543245

6. Travel and Tours
1. Begin with PACKAGE AVAILABLE
2. Name of the travel agency
3. Destination and duration
4. Price and special discounts, if any
5. Contact address and phone number

TRAVEL AND TOURS
Attractive package available for Mauritius. Three nights, four days. Breakfast and dinner, stay at 3-star hotel, sight-seeing included. Rs. 9999 per person. Special discount for early bookings. Contact Star Travels, 9350556655

7. Matrimonial
1. Begin with PROPOSAL / ALLIANCE invited for or WANTED a suitable match for
2. Details of the concerned boy/girl (caste, height, health, complexion, job profile, income etc.)

BRIDE WANTED
WANTED a suitable match for 26 years, 5'8” tall, handsome, fair complexioned Sikh boy, MBA, MNC Executive, settled in Noida from beautiful, slim, fair, well-qualified, cuktured girl belonging to a good family, caste no bar. Contact at Post Box No. 678, Times of India, New Delhi-110001.

3. Expected features of the prospective Bride/groom

GROOM WANTED
ALLIANCE invited from a tall handsome, educated, well settled business/ professional Delhy boy of Jain family for a smart, beautiful, fair, slim, 23/5'3”/ 50 kg. convent educated M.B.A. girl working in M.N.C. Contact Mr. S.K. Jain, at 90123 ...... (M) / P.O. Box No, The Times if India, Delhi.
Practice Assignments:

1. You want to sell off some office furniture such as computer table, filling cabinet, chairs, cupboard etc as you are moving into a new office. Draft an advertisement to be published in a local daily.

2. Your cat named Katty is missing since 12 June 20XX. Draft an advertisement to be published in the “Missing” column of a local daily. Give all details in not more than 50 words.

3. You have lost a bag containing few certificates. Draft a classified advertisement in not more than 50 words to be published in the newspaper about the same giving necessary details.

4. Arjun Singh found a briefcase containing some important papers while travelling in a DTC bus from Safdarjung Hospital to Gurgaon. Draft an advertisement in not more than 50 words to be published in the classified columns of The Times of India.

5. Samta Public School in New Delhi requires cricket and hockey coaches. Draft a suitable advertisement in not more than 50 words to be published in The Times of India, New Delhi, stating your requirements regarding age, qualification, experience, etc.. You are the Principal of the school.

6. You are Rajesh Sharma, an accountant with thirty years of experience, retired from ICICI bank, Nagpur. You are looking for a job where you have the option of working from home. Draft an advertisement in not more than 50 words to be published in the classified columns of The Deccan Herald.

7. You want to rent out a portion of a shopping complex that you own. Draft an advertisement for the same to be published in the classified columns. (50 words)

8. You want to rent out your newly constructed house in Noida. Draft an advertisement for the classified column of the Deccan Herald giving necessary details.

9. You are looking for a second-hand car. Draft an advertisement for the classified columns of a local newspaper giving all the necessary details.

10. You are Dr. Madhu Sapra, M.B.B.S., M.D. You are looking for an independent house in Ghaziabad on a reasonable rent for your residence-cum-clinic. Draft a suitable advertisement in not more than 50 words to be published in Hindustan Times, New Delhi. Your telephone no. is 12341234.

11. You plan to sell your two wheeler. Draft a suitable advertisement in not more than 50 words to be inserted in the classified columns of a local daily, giving all necessary details. You are Sumit/Sudha, 15, Krishna Nagar, Delhi.

12. You plan to sell your flat. Draft a suitable advertisement in not more than 50 words to be inserted in the classified columns of a local daily giving all necessary details of the flat. You are Neeraj / Neeraja, 28, Gopal Nagar, Delhi.
13. You have been asked to relocate to another city by your firm. Draft an advertisement to sell some of your household goods to be inserted in the classified columns of a local daily giving all necessary details.

14. Your neighbour’s 6 years old son is missing. Draft a suitable advertisement in not more than 50 words to be inserted in the classified columns of a local daily, giving all necessary details.

15. Anand/ Anna Garg’s pup is missing for the last two days. Draft a suitable advertisement on his/ her behalf in not more than 50 words to be inserted in the classified columns of a local daily, giving all necessary details.

16. Mr. Sudesh Sharma wants to look for a suitable groom for his daughter. Draft a suitable advertisement on his behalf in not more than 50 words to be inserted in the classified columns of a local daily, giving all necessary details.

17. Write an advertisement for the matrimonial column of a newspaper for a Brahmin boy working as a manager in a publishing house.

**Example of Display Advertisement**

![Stay Smart in Corning](image)

1. As the advertising head of Pure Aqua India Ltd., draft an advertisement launching a new water purifier highlighting its unique features in not more than 50 words.

2. Draft a display advertisement to launch a new magazine for the youth by the publishers of India Today. (50 words)

3. Star Academy, a foreign language institute has been set up in your locality. The institute is a collaboration with Inlingua International and boasts of state of the art lab facilities and expert faculty. Draft a non-classified advertisement mentioning details about the various courses and languages being offered. The Institute also assures placement to diploma holders.

4. You are setting up a playschool for toddlers in the age group of 1½ years to 3 years. Draft an advertisement for the school.

5. M/s. Metro Shirts have introduced their new summer range of men’s shirts and T-Shirts. Prepare an attractive advertisement for the range.

6. M/s. Pen India has brought out a new gel pen in many colors. Prepare an eye catching advertisement for the pen, giving all relevant details.

7. Draft an advertisement announcing the launch of special health drink by Health Care Private Ltd., highlighting its nutritive value.
8. You are working for an advertising agency. Draft an attractive advertisement for the company called Modern Machines which is launching washing machines.
9. You have recently started a Yoga Centre for school children. Draft an advertisement to be published in a local daily about it, giving all relevant details.
10. The publisher of ‘Environment News’ - a weekly environment awareness magazine is offering 20% discount as well as an attractive gift on an annual subscription of Rs 600. Draft an attractive advertisement for a newspaper.

**Posters**

The purpose of designing a poster is either to create (1) social awareness about issues related to current problems and needs (2) to advertise (3) to extend invitation and write notices for the general public.

**Main Features of a Poster:**

(a) **Layout:**
- Eye catching and visually attractive.
- A catchy/suggestive title in the form of a slogan, jingle or short verse.
- Sketch or simple drawings using matchstick figures.
- Letters of different sizes and shapes.
- Proportionate spacing, etc.
- It's in a box.

(b) **Content:**
- The theme or subject of the poster.
- Description or details associated with the theme.

(c) **Expression:**
- The Overall organization and sequencing of the matter
- Appropriate and accurate language.
- Creativity in terms of content and design.
- Essential Details like time venue and date in case of an event.
- Name(s) of issuing authority, organizers etc.

**Marking scheme**

Content - 2 Marks
Expression - 2 Marks
Word Limit - 50 words

**SAMPLE**

Q. You are asked to prepare a poster on behalf of Delhi Police traffic department asking people to cooperate by not violating the traffic rules. Draft the poster in about 50 words.
PRACTICE EXERCISE

1. During the rainy season, there is an increase in the cases of stomach & bowel diseases. Prepare a poster to be issued by the Health Department suggesting ways on how you can prevent these diseases.

2. A ‘Check Vehicular Pollution’ campaign is being organised in your city. Draft a poster to be used in the campaign.

3. The Dramatics Club, Mumbai, is holding a Carnival in October. Design a catchy poster.

4. Draft a poster announcing a ‘Book Week’ being organised by the Cultural Society, Ahmedabad.

5. St. Martin’s School is organising a ballet. Draft a poster for it.

6. Prepare a poster to bring about awareness against the hazards of reckless use of plastics.

7. Your school is organizing a Public Awareness Exhibition. In connection with it, prepare a poster to bring home the importance of conservation of electricity. Your school is A.K. Public School, Green Park, Delhi.

8. Design a poster on ‘SAVE THE EARTH’ on behalf of the Pollution Board, Rajasthan State.

9. You are the Secretary, Red Cross, New Delhi, Get a suitable poster designed prompting the citizens to volunteer themselves for ‘BLOOD DONATION’ at various camps organized by the Red Cross in the city.

10. Design a poster for the Anti – Smokes ‘Day creating awareness among the general masses about the harms of smoking.

11. **Letter Writing**

   **Division of marks:** Weightage: 6 marks [Format-3 marks, Content-3 marks, Expression-3 marks]

   **Word limit:** 120 words

   **Format of the Letter**

   - Left aligned i.e., Start each new line from left hand margin.
   - Sequence of writing information in a letter
     1. Sender's address
     2. Date
     3. Receiver’s address
     4. Salutation : Sir/Madam
     5. Subject

   **Content of the Letter**
- 3 - 4 paras
- Para I - Introductory
- Para II and III - Main ideas
- Para IV - Concluding
- Complimentary Close
  Yours sincerely

**Expression**
- Coherence and organisation of ideas
- Think and analyse the subject/topic
- Recall all the ideas and put them in a rough sheet
- Organise the ideas
- While dealing with social or civic problems in 'Letter to Editor', always provide suggestions to curb or control it.

(A) **BUSINESS LETTERS**
  i) Giving Information
  ii) Asking for Information
  iii) Placing Order/Cancellation of Order
  iv) Sending Replies in Response to Enquiries
  v) Making Enquiries
  vi) Complaint regarding a defective household item/items of general use you purchased

(B) **LETTERS HIGHLIGHTING THE CIVIC PROBLEMS/ISSUE**
  i) Letter Regarding a Civic Problem / to the Concerned Authorities Directly
  ii) Writing Letters in Newspaper to highlight the Civic Problems / issues

(C) **LETTER TO THE EDITOR**

(D) **APPLICATION FOR JOB**

(E) **LETTERS TO SCHOOL / COLLEGE AUTHORITIES**

**BUSINESS LETTERS**

Asking for Information / Making Enquiry

Write a letter on behalf of M/s Amarnath Agency, Park Street, New Delhi to M/s Glass Palace, Park Circus, New Delhi, asking for quotation of prices, for their office furniture. Enquire about the discount and credit facilities.
Subject: Need Quotation for Office Furniture

This is with reference to your advertisement in the ‘The Times of India’ dated 20th July, 2015, we would like to have a quotation of your prices for all kinds of office furniture for MNCs.

We would be glad if you could send us an information booklet / catalogue with the prices. We are highly impressed by the quality and designs as shown in the advertisement. If we find your prices reasonable enough, we will place bulk orders.

As there is an urgent need, we would like you to send the catalogue, latest by 30th July, 2015. Also please let us know about discounts, credit and other facilities available. We shall be grateful for an early response.

Yours sincerely

Amarnath
(Director)
Vasant Kunj  
Sector 7  
New Delhi.  

25th July, 2015  

The Health officer  
Health Department  
South Extension  
New Delhi.  

Dear Sir  

Subject: Poor Lighting and Uncovered Manholes in Vasant Kunj  
This is to inform you with deep regret that we, the residents of Madhuban Society, are suffering for the past two weeks, ever since the street lights stopped functioning.  

The whole area is steeped in darkness and there is an upsurge in crime. There have been a lot of accidents antisocial activities like theft and kidnappings also. To add to the problem there are uncovered manholes present. There have been reports of people and children falling into sewers so we fear the same in our society. There have also been many injuries and unhygienic conditions developing.  

There have been several complaints made to the municipal cooperation but to no avail. It is hoped that this complaint holds for good.  

Yours Sincerely  

R.K. Sharma  
(Secretary)
Subject: Expressing concern over exploitation of children in Urban Society

Through the thought-provoking columns of your esteemed newspaper, I wish to draw the attention of the general public and the concerned authorities towards the issue of exploitation of children in our society.

It is a matter of great concern that in urban societies parents are increasingly using their children as means of achieving their own unfulfilled dreams and aspirations, resulting in physical and mental exploitation of the children. Forcing children to participate in reality shows or persuading them to play roles in TV serials by shunning games are some examples of child exploitation. Even parents, among audience of such programmes, openly compare their wards with child actors on TV. In school arena parents put pressure on their wards, to excel in the field of academics, sports and other activities alike without considering their field of interest and abilities.

The implications of exploitation of children in the guise of making their future bright are evident now. The diseases like hypertension, obesity, diabetes which were known to be adult diseases a decade back are common among children. Psychotic problems among children are also rising with the cases of drug abuse, depression or even suicide are reported frequently.

It is suggested that the authorities in the child rights department and educational institutes should come out with bolder steps to curb the problem. There should be ban on all types of advertisements and programmes on TV with child actors below 14 years of age. There should be regular counselling for parents in schools to make them understand the consequences of stressing the children.

Yours sincerely

Avinash Sinha

Practice Questions

1. You have realized the necessity of education and financial independence for women for their family, society, and in turn for the nation. Write a letter to the Editor, 'The National Times' highlighting your ideas on the importance of education of women leading to a better status for them. You are Kiran/Karan, A-125, Vijay Nagar, Pune.

2. Lack of job opportunities in rural areas is forcing people to migrate to cities. Every big city thus has a number of slums in it. Life in these slums is miserable.

Write a letter in 120-150 words to the editor of a national newspaper on how we can improve the living conditions in these slums. You are Karan/Karuna, M114, Mall Road Shimla.
APPLICATION FOR JOB
Examination Hall
New Delhi

25th July, 2015

The Principal
DAV Public School
New Delhi.

Dear Sir
Subject: Application for the Post of Vice Principal

This is with reference to your advertisement in ‘The Employment News’ dated 23rd July, 2015 for the post of Vice Principal in your esteemed institution, I wish to apply for the same.

My Bio-Data is enclosed herewith for your kind perusal. I possess the requisite qualification and experience that makes me eligible for the said post. I can appear for an interview on any date convenient to you / after 11:00 a.m. If selected, I promise to work with the best of my ability.

Yours sincerely
Anil Kumar

Encl.:
1. Bio Data
2. Attested copies of certificates

BIO-DATA

Personal Details:
Name - Anil Kumar
Father’s Name - Mr. Ashwini Kumar
Date of Birth/Age - February 26, 1973
Address - 12, XYZ Street, Delhi.
Contact No - 9999999999
Email ID - Anilkumar@gmail.com
Interests - Reading, playing football
Languages Known - English, Hindi
Nationality - Indian

Educational & Professional Qualifications:
<table>
<thead>
<tr>
<th>Examination</th>
<th>Name of the Institution</th>
<th>Board / University</th>
<th>Percentage</th>
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<tr>
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<td>CBSE</td>
<td>85</td>
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<tr>
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<tr>
<td>BSc. Maths</td>
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<td>Delhi University</td>
<td>75</td>
<td>1995</td>
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<tr>
<td>MSc. Maths</td>
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<tr>
<td>B.Ed.</td>
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<td>Delhi University</td>
<td>75</td>
<td>1998</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>I.P. University</td>
<td>Delhi University</td>
<td>75</td>
<td>1999</td>
</tr>
</tbody>
</table>

**Experience:**
- Working as PGT Mathematics at Mother Teresa School, New Delhi since 2006.
- Worked as TGT Mathematics at Vivekananda School, Calcutta from 2000 to 2006.

**Expected Salary:** Negotiable

**References:**
1. Dr. P.S.K. Martha  
   Sr. Consultant G.T.B. Hospital,  
   Phone- 9891999999  
2. Mrs. Aruna Dev  
   Director Spastic Society, Delhi  
   Phone- 9818999999

**Practice Questions**
1. Write an application (including a resume) in 120-150 words for the post of a receptionist advertised in a local newspaper. You are Karan/Karuna, a graduate from XYZ University and have done a secretarial practice course from a private university in Mumbai.
2. Abc International course requires an accountant teacher with minimum of 5 years of experience. Draft a letter including a resume, applying for the post. (120-150 words)

**Article Writing**

Writing an article is an art. The dictionary defines an article as a piece of writing about a particular subject in a newspaper or magazine. An article is an expression of one’s thought on an issue or a subject logically and coherently written in meaningful paragraphs.

**POINTS TO REMEMBER**
- Give a title that catches the attention of the reader.
- Begin with a striking opening sentence which addresses the readers and gets them interested in the topic.
• Present a strong argument for your ideas supporting it with evidences or elaboration.
• Use linking devices (however, therefore, although, even though, in order to...) to make the composition appear a whole.
• Introduce a new point at the beginning of each paragraph that follows, to strengthen your ideas.
• Develop your ideas as much as you can to make them interesting and substantial.
• Conclude with your strongest point.
• Use passive voice, humour, emotive language, rhetorical questions to provide a specific effect.

FORMAT OF AN ARTICLE
TITLE / HEADING: Eye-catching, illustrating the Central Themes
BY LINE: Writer’s Name under the title towards the right from the centre
INTRODUCTION: A comprehensive introduction touching upon on the plus and minus of the topic.
- Establish the context. Put the topic in perspective
- Draw readers’ attention. Specify and delimit your topic
- Put a rhetoric question or give some startling facts, statistics or quotation
CONTENT: Spell out various aspects to the topic-merits, demerits, causes, consequences, effects, advantages, disadvantages,
EXPOSITION OF THE TOPIC: give your opinion, comments, criticism and recommendations
CONCLUSION: Conclude with a hope, a warning, an appeal or a call for the action

Split up of marks: Total marks: 10 marks
Format (title + writer’s name) 1mark
Content: logical organization, relevance  4 marks
Credit should be given for the candidate’s creativity in presenting her/her own ideas
Expression: 5 mark
[Accuracy: Grammatical, appropriate words and spelling 2½ marks
Fluency: Coherence and relevance of ideas and style 2 ½ marks

SAMPLE ARTICLE
You are Vikrant / Vinita, a freelance writer much concerned about the discriminatory treatment of women in the Indian society. Write an article in 150 – 200 words throwing light on this problem and giving suggestions for putting an end to it. (10 marks)

DISCRIMINATION OF WOMEN
By Vikrant

It is a pity that in a country where women are said to be worshipped, there is a widespread discrimination of them even before they are born and injustice meted out to them in such a male chauvinistic world in very many degrees.
Certain brutal practices like the female feticide throw light on the society’s attitude. The girl child is considered to be a liability and doesn’t enjoy the privileges given to a boy. She is denied the right to proper education. The dowry system haunts the parents and the harassment a girl is subjected to at the in-laws often force her to commit suicide. Even in enlightened homes, woman has to live her life under surveillance, if not in strict ‘purdah’. Working women are physically and verbally abused, denied opportunities of growth and subjected to discrimination. The social evils like dowry system, honour killing, human trafficking, societal dogmas etc. take great toll on women, be it daughter, mother, sister, wife or a grandmother.

Education and economic independence are the only way to empower women to fight for their rights. It is also the responsibility of the educated society to work for the cause of women. Proper law-making and execution, spreading awareness, exemplary punishment for the predators etc. surely will bring positive changes. Let her not be worshipped but live a wholesome life. Let us help her for a better developed society.

**Questions for practice**

1. Write an article in about 200 words for your school magazine on ‘Films and their influence on school-going children’. You are Manpreet / Manjula, a student of class XII.

2. You are Rohit / Kamal. You attended a seminar on Yoga, a way of life. Write an article in 150 – 200 words on the contribution of yoga in leading a healthy and peaceful life.

3. In today’s world, letter-writing has lost its charm. People and the youth in particular rely more on mobiles and computers to communicate. Write an article on the present trend in 150 to 200 words. You are Kiran / Kartik.

4. Recently you visited your ancestral home in a village in Gujarat. You were elated and strongly felt the necessity to hold on to the roots of our modern life, which lie in our villages. Write an article for your school magazine expressing your feelings on the same. You are Chetna / Chirag, Cultural Secretary of your school.

5. With rising number of people in almost all the big cities of the country, the rate of crime has also increased proportionately. The police needs to be trained in new methodology of combating the crime besides changing the mindset. Write an article in 150 – 200 words on the role of police in maintaining law and order in the metropolitan cities. You are Ravi / Ravina.

**WRITING A SPEECH**

A SPEECH is a formal talk that a person delivers to an audience. -

Please Note:

- a speech begins with a formal address to the chief guest, fellow speakers Audience
- More conversational in tone. Pause questions, use interactive expressions like I think…, you will agree with me…,
  Don’t you think that…, I am sure that you will have the same notion…, Does anyone has the opinion that…, etc.
- Begins with brief, catchy introduction - supported by an anecdote, quotation, statistical data or
a thought provoking question.

- Introduce your topic to the audience clearly.
- Include adequate supporting data to make it credible and interesting
- Have clear idea about the purpose of the speech and the target audience.
- Originality of ideas powerful language, humour and repetitions are allowed, only to emphasize or focus the listener’s attention.
- Conclusion should be brief, catchy and striking
- Avoid abstract phrases. Use simple and familiar language.
- Say/Write ‘Thank you’ at the end of your speech.

**SAMPLE SPEECH**

You are a student volunteer of National Literacy Mission (NLM) wing of your school involved in the Adult Literacy Campaign: “Each one, Teach One”. Write a speech you would be delivering at each place of your visit. Do not exceed 200 words.

Dear Friends

Good morning to you all!

We all have assembled here for a noble cause – a mission to eradicate illiteracy. It is the dream of the National Literacy Mission to educate all the Indians. We would work together for an India where EACH PERSON IS LITERATE. Most of the learners are adults who have a rich experience of life. Therefore, the learning strategies that will be adopted in our programme will be exploratory and interactive. We have to teach as well as learn. We must keep in mind certain important factors - their experience, wisdom and maturity while discussing any topic. We should encourage them to talk and express their views in a frank and fair manner.

We should always keep in mind the OBJECTIVES to lead the adults to literacy. We have to make them literates. Inculcate in them a love for reading, writing and arithmetic. Let them do simple calculations and exult at the right calculations. Health awareness and job related problems are the next in order. IT IS ONLY AFTER A STRONG BRIDGE OF CONFIDENCE IS BUILT that we would be able to create in them awareness about civil rights, duties, privileges and obligations. When they become confident of their powers, we must create in them social awareness. Issues like environmental pollution, population control and employment generation can then be discussed.....In short let’s all resolve to make sincere efforts to achieve these goals.

Thank you.

**Questions for practice:**

1. Water is very precious. Some scientists even go to the extent of saying that the Third World War may be fought on the issue of water. Write a speech in 150-200 words expressing your views to be delivered in the morning assembly in your school.

2. “To use the latest technology the right way, is in the hands of the youth today.” Write a speech 150-200 words discouraging the misuse of technological products like cell phones, computers etc. and highlighting the need to use them to promote harmony and goodwill in the
society.
3. “Our Good Earth”, an environmental awareness magazine has launched a marathon ‘Clean Your City’ campaign. As an active participant write a speech to be read out in the morning assembly urging students to participate in the campaign in 150-200 words.
4. As a concerned citizen, you are worried about the harmful effects of the insanitary conditions in your town. Write a short speech on the necessity of sanitation, to be given at the morning assembly in your school.
5. Regular practice of Yoga is useful in maintaining good health. You are Saisha/ Suryansh. Write a speech in 150-200 words to be delivered in the morning assembly of your school.
6. You are Ali/Alia. Some students have been repeatedly coming late to school. As the head boy/ head girl of your school, you decide to speak about the importance of discipline, in the ‘morning assembly’. Write a speech in about 150-200 words.
7. Corruption is an evil which prevails in each and every nook and cranny of our lives. As president of student council, write a speech, expressing the need to curb this evil immediately.

NEWS PAPER / MAGAZINE REPORT

A report is FACTUAL DESCRIPTION OR ACCOUNT OF EVENTS OR AN INVESTIGATION OF AN ISSUE OR A PROBLEM. It may also be an objective analysis or evaluation of something. The length of a report depends upon its nature. Thus we have various forms of reports: newspaper reports, inquiry reports, progress or action taken report, a police report, a report of a meeting etc. Each having distinct character and format. Here, we are going to deal with newspaper reports covering accidents, events, functions etc.

VALUE POINTS TO BE INCLUDED IN A REPORT

<table>
<thead>
<tr>
<th>ACCIDENTS / EVENTS</th>
<th>FUNCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What, where, when, how happened</td>
<td>Name, nature of event,</td>
</tr>
<tr>
<td>People, vehicles involved</td>
<td>Occasion</td>
</tr>
<tr>
<td>Loss of life and property</td>
<td>Date, time &amp; place</td>
</tr>
<tr>
<td>Details of rescue and relief operations</td>
<td>Chief Guest(s)/Guest(s) of Honour</td>
</tr>
<tr>
<td>The scene of the accident</td>
<td>Inauguration by(if any)</td>
</tr>
<tr>
<td>Details of casualties – dead, injured, hospitalized</td>
<td>Chief Guest’s message</td>
</tr>
<tr>
<td>Reference to orders of inquiry by the govt.</td>
<td>Details of the even/cultural programme</td>
</tr>
<tr>
<td>Grants to the families of the killed and the injured</td>
<td>Prize Distribution(if any)</td>
</tr>
<tr>
<td>Punch- a warning, a reminder, a comment on the negligence of the guilty, including govt, or a recommendation on what needs to</td>
<td>Vote of thanks</td>
</tr>
<tr>
<td></td>
<td>Conclusion with National Anthem</td>
</tr>
<tr>
<td></td>
<td>The writer’s contribution or participation</td>
</tr>
<tr>
<td></td>
<td>A comment on the quality of the programme</td>
</tr>
</tbody>
</table>
TIPS FOR EFFECTIVE REPORTING WRITING

It should be written in practical and businesslike manner presenting the necessary information as clearly as possible.

A report should be concise, elaborate details and explanations to be avoided, only the most relevant information is included.

- Should be easy to follow, well structured, beginning with the headline - clear and factual
- Mention the place, date, time and other relevant facts about the event.
- Include information collected from people around or affected by the event.
- Write the name of the reporter.
- Provide a suitable title/heading.
- Write in past tense.
- Write in indirect speech and use passive form of expression.
- Develop ideas (causes, reasons, consequences, opinions) logically.
- Write in a less formal and more descriptive manner while writing a report for a school magazine.
- Present your ideas and impressions to make the report interesting.

FORMAT OF A NEWS PAPER / MAGAZINE REPORT

<table>
<thead>
<tr>
<th>HEADLINE OR TITLE</th>
<th>Catchy and brief</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYLINE</td>
<td>A Sub Headline/ Name, rank, position etc. of the person writing the report</td>
</tr>
<tr>
<td>OPENING PARAGRAPH</td>
<td>A brief mention of what happened, where and how and most prominent consequence/effect along with the day, date and time when it took place</td>
</tr>
<tr>
<td>DETAILS</td>
<td>Paragraph 2 &amp; 3 give details of the event being reported. Eye witness account (along with some quotes) are also included. In case of accidents, loss of life and property is listed, cause of the accident is concluded, police action and rescue operation, damage control exercise are detailed. Compensation and help announced by government are mentioned</td>
</tr>
</tbody>
</table>
SOLVED QUESTION
You are Roshan /Roshini, Secretary of Cultural club, Hyderabad Public School, Hyderabad. As a member of N.G.C. (National Green Corps), write a report, in 100 – 125 words for your school magazine. (10 marks)

TOWARDS A GREENER ENVIRONMENT
The cultural club of our school in association with National Green Corps organized many activities during the year 2010 for the cause of greener environment in and around the school. A seminar in the month of February was held for students on the need to save environment. In April, the Vanamahotsav week was observed, which was inaugurated with a tree plantation drive. 500 saplings were planted in the colonies in and around the school. Several inter-house competitions including poster-making and drawing were conducted which witnessed a huge participation. Students volunteered to clean the surroundings. Pamphlets were distributed among the public to promote cleanliness and hygiene. A rally was organized in September to create awareness among the public to stop the use of plastic bags and to replace it with eco-friendly products. The various purposeful activities conducted during the year were well received and were to a great extent effective in creating awareness among the people.

Roshni
Secretary, Cultural Club

Newspaper Report of a Function

WOMEN’S EMPOWERMENT DAY OBSERVED
-- Sreelakshmi, Staff Reporter

Mysore, March 13: The Empowerment and Sustainable Development Initiative (ESDI) in association with the Participatory Research in Asia (PRIA), both NGOs, observed the Women Empowerment Day at Jaganmohan Palace Hall today. As many as 150 members of the Self-Help Groups (SHGs) formed by the ESDI and the People’s Welfare Association (PWA) in different gram panchayats of the area participated in the programme. The programme began with a welcome song and followed by sharing of experiences by SHG members.

Ms. Arti Srinivasa, District Educational Officer, Mysore stressed upon the urgency of education for girls. She gave a brief description of the Sarv Shiksha Abhiyaan (Education for All) under which students are given books free of cost. She told about the hobby classes wherein a 10–day training is given free of cost to young girls for painting and making soft toys, which could be developed for self-employment.

Dr. Amarnath, State Coordinator, PRIA, made the gathering aware of the importance of observing Women’s day and informed the women about various governmental schemes to help and empower
them. Later, a play named ‘Tere is Nothing A Woman Cannot Do’ was staged. A total of 2600 women participated in the function and expressed that they were better informed about the rights of women and they were willing to empower themselves in various ways to empower the society in more constructive ways.

Questions for Practice

1. You are Brinda/ Bharath. You worked as a volunteer in the Literacy campaign organized in your city. Write a report for the school magazine in about 125 words on the effectiveness of the programme highlighting the methods used and the role played by government and non-government agencies.

2. Your school observed Library week. As a head boy/ head girl of your school write a report on it to be published in your school magazine (125 words)

3. You are Poorva / Partha, Cultural Secretary of your school, D.B. Senior Secondary School, Ambur. A week-long Music and Dance festival was organised by your school. Write a report in about 125 words for your school magazine.

4. The Debate Society of your school has recently held a workshop on ‘Continuous and Comprehensive Evaluation’ (CCE) introduced for the students for class X in all schools. The students discussed the assessment made by the school on the basis of their participation in various activities and the system of grading. Write a report in 100 – 125 words for your school magazine. You are Parveen / Payal, Secretary of the Society.

5. You visited a Job Fair organized by Ability Foundation at Chennai recently. You were impressed to see that nearly 55 companies from various sectors such as Information Technology, Telecommunication, and Electronics etc. offered jobs to the final year students of colleges. As a reporter of ‘The Deccan Times’ Chennai prepare a report in 100-125 words. You are Peeyush /Priya.

6. You are Vibha Shukla, a news reporter. Write a report in 150-200 words on ‘Education Fair’ for a local newspaper.

7. You are a reporter with Dainik Times. You recently witnessed a road accident due to rash driving by a blueline bus driver. It hit a pole leaving nearly twenty five people injured. Write a report on the same in 150-200 words.

GRAMMAR

1. Fill in the blanks

SOLVED QUESTION: Fill in the blanks using suitable words:

I was staying at a hotel while working in Seoul. Waiting by the lift was a young lady in a traditional outfit. As the lift doors opened, some colleagues and I did the gentlemanly thing and waited for her to get in. But she motioned for us to enter first.
QUESTION: Fill in the blanks using suitable modals:
Student: Madam, may I come in?
Teacher: Where were you? You (a) _________ be in the class at the right time.
Student: Sorry Madam, I (b) ____________ not get the straight bus.
Teacher: O.K., but you (c) _______________ not repeat it in future.
Student: I (d) __________  not repeat so. Kindly, forgive me this time.

QUESTION: Fill in the blanks with correct form of verb.
A bus driver __________ (crush) to death by a speeding truck near Seernapur Depot on Saturday night. The police ________ (say) that the incident ______ (take) place around 8 p.m. when the victim ________ (stand) near his bus A speeding truck (pass) that way. The driver __________ (lose) control over the vehicle. He ________ (be) drunk, but somehow he _________ (manage) to run away from the spot.

QUESTION: Fill in the blanks with little, a little, the little, few, a few, the few, as required.
(a) __________ friends he had left him.
(b) __________ care could have prevented the accident.
(c) __________ day’s rest is all that is needed.
(d) Tell me the purpose of your visit in __________ words.

QUESTION: Fill in the following dialogues suitably:
(i) Amar: Have you ever visited Bombay?
Amit: No, __________
(ii) Rehman: Shekhar insulted the class teacher yesterday!
Usman: He __________
(iii) Lata: Have you taken anything for breakfast?
Hemant: No, I __________
(iv) Ram: When will you telephone me?
Shyam: I __________

QUESTION: Fill in the blanks with the appropriate forms of the verb given in brackets.
Change the following sentences by filling the correct form of verb given in brackets:
1. Your book will .................. (release) soon.
2. This poem ....................... (write ) by me when I was seven year old.
3. He ......................... (invite) by the President to recite his poem.
4. English is .................. (speak) in many countries.
5. Did you ................... (recite) the poem yesterday?
6. The big building .................. (sell) at a reasonable rate.
7. The new batch will ................. (start) by the academy from tomorrow.
8. The teacher ................... (check) the answer sheets last week.
9. The little girls ............... (sing) the choir.
10. The animals .................. (look) after their young ones with great love.
Editing / Omission

QUESTION: The following passage has not been edited. There is an error in the use of verb in each of the following lines. Find the error and write the correct word. The first one has been done as an example.

On 10 November, 1910 Tolstoy suddenly decides e.g., decides decided to renounce his home. He is accompanied by (a) _____ _____ his daughter and his doctor. He was leaving (b) _____ _____ his house in the middle of the night. He had reached (c) _____ _____ next day the monastery of Uptina and spend the night there writing an article. (d) _____ _____

On 12th he reached the Convent where his sister, Marie had been staying as a nun. (e) _____ _____ He told his sister that he will like to (f) _____ _____ live in the Convent if no pressure is used (g) _____ _____ on him to enter the church. The visit can not be kept a secret. (h) _____ _____

QUESTION: There is a word missing in each line. Find the place where you think the word is missing and write the word in your answer sheet. The first one has been done as an example.

It been so for generations. The Patil family e.g., It had had landowners without being cultivators. (a) ___ ___ ___ One morning while the tenants cultivating (b) ___ ___ ___ the land, there an order from the Deputy (c) ___ ___ ___ Collector that the land was to taken away (d) ___ ___ ___ from the landlord and was to be to the (e) ___ ___ ___ tenants. Ramsa Patil made a poor man by (f) ___ ___ ___ the new law, Ramsa been promised a (g) ___ ___ ___ compensation but never got one. Moreover (h) ___ ___ ___ the law did not seem to improved the condition (i) ___ ___ ___ of the farmers.

QUESTION: In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it against the correct blank number.

It was not new emotion. Doubt was my e.g., not a new oldest enemy. I know well. Yet I (a) _____ _____ _____ had never expected it to come way, to (b) _____ _____ _____
QUESTION: The following paragraph has not been edited. There is one error in each line. Write each error and write your correction in your answer sheet as given below. The first correction has been done as an example.

When our earth was cover with water, all creatures had to e.g., cover covered swim on it. When the water subsided and land appeared (a) ____ ____ ____ the sea creatures crawled out and learnt breathing (b) ____ ____ ____ and walk on land. When there are not enough plants left to (c) ____ ____ ____ eat, they learnt to hunt and kill for the food. Things are still (d) ____ ____ ____ changing and if one want to survive, you will have to change too. Look even Mumbai had changed. Fifty years past there (e) ____ ____ ____ were hill, gardens, beautiful villas where now you see (f) ____ ____ ____ shops, traffics, crowds and slums. (g) ____ ____ ____ (h) ____ ____ ____

QUESTION: In the following passage a word is missing in the line against which a blank is given. Find out the place where you think the word is missing and write the word that comes before and after it:

Have you ever seen a banyan tree? The banyan (a) ____ ____ ____ must be biggest tree found in India. A full (b) ____ ____ ____ grown banyan tree is as high as three storied building. (c) ____ ____ ____ We do not see banyans in cities. They are so huge that (d) ____ ____ ____ they can grow only in open places. Banyan looks like (e) ____ ____ ____ palace standing on pillars. It does not have (f) ____ ____ ____ just main trunk like others do. It has many (g) ____ ____ ____ roots coming down. These hanging roots enter ground (h) ____ ____ ____ and look like smaller trunks.

2. Reorder /Rearrange

SOLVED QUESTION: Look at the sentences given below in a disorderly form. Re-order (Rearrange) them to form meaningful sentences:

(a) Pointing devices/the/and/ keyboards/choose/to PC games/CD-ROMS/from/latest
(b) And/carry/home/Nokia phones/Sony home theatres,/much more/handy cams,/Walkman,
(c) Hardware/shop/amazing rewards!/ for/Microsoft/and/win/the/best

ANSWER:

(a) Choose from the latest pointing devices and keyboards to PC games and CD-ROMS.
(b) Carry home Sony home theatres, handy cams, Walkman, Nokia phones and much more.
(c) Shop for the best Microsoft hardware and win amazing rewards!

QUESTION: Look at the sentences given below in a disorderly form. Re-order (Rearrange) them to form meaningful sentences:

(a) my winning a medal/ I told him/until/about/not known/he had
(b) on my bicycle/to/go/I/used to/my school.
(c) boy/each/was punished/of the class/yesterday
(d) how/you had/at the interview/done/us/let/now.

QUESTION: Look at the words and phrases given below. Rearrange them to form meaningful sentences.

(a) the few/rupees/I had/I’ve/spent already.
(b) ink/in the bottle/much/how/there/is ?
(c) Raju / write / can/with / hand / either.
(d) other/section/in the/any friend/don’t/have/you ?

QUESTION: Look at the sentences given below in a disorderly form. Re-order (Rearrange) them to form meaningful sentences.

(a) you/have/how/much/experience/got?
(b) I/ a little/brought/apple juice/market/from/the
(c) completely /being/deaf/can’t/anything/he/hear.

QUESTION: Look at the words and phrases given below. Rearrange them to form meaningful sentences.

(a) a clever/a prisoner/planned/escape/once
(b) of rubbish/he/every week/noticed/a lorry/arriving/inside.
(c) a big dustbin/he/one day/hid/himself.

QUESTION: Look at the sentences given below in a disorderly form. Re-order (Rearrange) them to form meaningful sentences.

(a) report/tomorrow/shall/he/for/duty.
(b) lay down/my life/ I will/my motherland/ for/ of/the sake.
(c) will/please/you/the window/open ?
(d) work hard/to pass/the examination/should/we

Questions for Practice
1. Put the verbs in bracket in the correct tense and rewrite the following:
   India (have) many calendars which Indians (use) since very early times. More than thirty (be) still in use. One difficulty about having so many calendars (be) that the same date (fall) of different days according to each.
2. Put the verbs in bracket in the correct tense and rewrite the following:

i. The efficiency of a truck _________ by the load it can take.
   (a) knows (b) is known (c) has been known (d) has known

ii. Last week every day my maid _______ a plate.
   (a) breaks (b) was broken (c) broke (d) has broken

iii. If I ____________ one more question, I would have passed.
   (a) had answered (b) would answer (c) has answered (d) would have answered

iv. The minister promised ____________ me a post in his department.
   (a) to have given (b) having given (c) have given (d) to give

v. Please don’t _____________ when you go out.
   (a) leave opening the door (b) leave the door open
   (c) leave the door opened (d) leave open the door

KEY: i. (b) ii. (d) iii. (a) iv. (d) v. (b)

3. The following passage has not been edited. There is an error in each line against which a blank is given. Write the incorrect word and the correction in your answer sheet against the correct blank number as given in the example. Remember to underline the word that you have supplied.

Nothing, they say, was more constant than change.  e.g. was – is
Science, being a dynamic subject, was regularly witness to changes, as old theories periodically gets discarded and new ideas regularly pop up. We are living at very interesting times. A scientific temper, having lain quiescent for some years, is get charged with a slew of new discoveries tumbling in of laboratories around the globe.  (f) _______ 

Key: (a) was – is (b) gets – get (c) at – in (d) A - The (e) get – getting (f) in – out

4. Correct the following sentences using proper tense forms:

(a) I am liking it very much.
(b) Madhu is always writing beautiful poems.
(c) If you will go to Ludhiana, buy a good shawl for me.
(d) Where did you get this pen from?
(e) Rohit is working in this film for ten years.
(f) These students prepare for their exams these days.

Key: (a) I like it very much  (b) Madhu writes beautiful poems (c) If you go to Ludhiana, buy a good shawl for me.
(d) Where did you get this pen from?
(e) Rohit has been working in this firm for ten years.
(f) These students are preparing for their exams these days.

SECTION C – TEXT BOOKS

STUDY TIPS FOR LITERATURE SECTION

- Go through entire stories, essays, and poems well. Don’t just read them like you would a story, but delve deeper into the meanings.
- Analyse the characters and form opinions about them.
- While answering questions, a judicious mix of quoting from the book and using your own expressions, is a must.
- Choose a topic and discuss it in English.
- Inculcate reading habits and try to improve your proficiency in English.
- Make a habit of talking in English and write down difficult words, understand their meanings and practice to include them in your speech.
- Talk to yourself in English while standing in front of the mirror and be confident.
- Watch English movies, news and read English newspapers.
- It is also important to write in English regularly to develop a knack for difficult and unusual words and improving your vocabulary.

Hornbill
(Prose)

The Portrait of a Lady
Mind map
Summary

The writer speaks of his own grandmother. By the time, he wrote the story, she was quite old and all her hairs had been white. Her wrinkled face and body gave him a kind of surprise. Since twenty years, the writer is with his grandmother. People said that once the old lady was as beautiful as a fairy. Her husband – writer’s grandfather was also very handsome. His photo was being hung in the drawing room of the writer.

Grandmother had always been short and fat, and her back was slightly bent. Wrinkles were across on her face. When the writer came to know her, she had been such condition. She was wearing a spotless white saree. Her silver locks were scattered untidily over her pale puckered face, and her lips constantly moved in inaudible prayer. She was like the winter landscape in the mountains.

Both the writer and his grandmother were good friends. His parents had left him with his grandmother at village. His parents were in city. Every day, she used to wake up the writer to be ready to go to school. She was uttering the monotonous song while she was bathing. The writer liked her
very much. His grandmother was going to school with him because there was the temple nearer the school. She would sit among the children and listen to the priest’s prayer.

When writer’s parents were settled in the city, they sent for them. That was a turning point in their friendship. Both the writer and his grandmother started spending days separately and the writer became separated from the close relation with his grandmother. When he reported her about the music lesson he was being taught his grandma felt sorrow, because she knew that music had been associated with harlots. She said nothing but her silence meant disapproval.

When the writer went to University, he was allotted a room for his staying. His grandmother spent time with her spinning wheel. From sunrise to sunset she sat by her wheel spinning and reciting prayers. In the afternoon, she relaxed for a while to feed the sparrows. She was always getting surrounded by sparrows that were perching on her legs and shoulders. Some even sat on her head.

When the writer decided to go abroad for further studies and his grandmother would be upset. But she came to leave him at the railway station but did not talk or show any emotion. She was totally absorbed in prayer and her fingers were busy telling the beads of her rosary.

After five years, he came back home and was received at the station by his grandmother. She did not look a day older. The author could feel her pulse as usual and her sparrows were with her. That evening she was seen very happy spending time with the older women folk.

The next day morning she was found being ill. Doctor was called for and he told that the fever was mild and she would be well within a short time. But she told others that her time had come. She lay peacefully in bed praying and telling her beads. Next time she breathed her last.

Then the funeral arrangements and proceedings went on. The dead body of the grandmother was covered with a red shroud. A crude stretcher was brought to take her to be cremated. By that time, thousands of sparrows sat scattered on the floor. There was no chirruping. When her corpse was taken, the sparrows flew away quietly. Here ends the portrait of a pious lady.

– By Khushwant Singh (Courtesy:www.preservearticles.com)
Solved Question Answers

Q.1: Mention: Three phases of the author’s relationship with his grandmother before he left the country to study abroad.

Answer: The first phase of the author’s relationship with his grandmother is the author’s childhood when they lived together in the village. They enjoyed intimate relationship and were good friends. His parents left him with her and they went to live in the city. They were constantly together. She used to wake him up in the morning and get him ready for school. Then she would fetch his wooden slate, a tiny earthen inkpot and a red pen. After a breakfast she accompanied him to the school. She carried several chapattis for the village dogs. She used to stay in the temple that was attached to school. After school hours they would walk back together.

The second phase of their relationship began with their being called to the city. That was a turning point in their friendship. He used to go to an English school in a motor bus. The grandmother did not go to school with him. She remained confined to home. As the years rolled by they saw less of each other. She did not like the English school as there was no teaching about God and scriptures there. She hated western science and music.

The third phase of this relationship started with the author’s going to university. There he was given a room of his own. The common link of their friendship was snapped. His grandmother accepted her seclusion with resignation.

Q.2: Mention: Three reasons why the author’s grandmother was disturbed when he started going to the city school.

Answer: The narrator used to go to an English school in city. He used to go in a motor bus. Here the author’s grandmother could not accompany him to the school as she used to do in the village. She remained confined to home. The grandmother felt quite disturbed. Three most disturbing reasons for her were –
1. Author’s telling her the English words and western science which she did not understand nor could she help him in his studies.
2. No teaching about God and scriptures in the school.
3. Music lessons given to the author in the school as she considered music is fit only for harlots and beggars and not meant for gentle folks.

Q.3: Mention: Three ways in which the author’s grandmother spent her days after he grew up.

Answer: The intimacy between the narrator and his grandmother started to fade away since they came to city where the author joined an English school. When the narrator grew up, he went up to university and lived in hostel. After that the common link of friendship between the author and his grandmother was snapped. The grandmother accepted it as her fate and found out new ways of spending her time:
1. She now spent most of her time at the spinning-wheel from morning till evening. From sunrise to sunset she sat by the spinning-wheel and rarely talked to anyone.
2. While spinning, she continued reciting prayers and rarely talked to anyone.
3. The third way in which the old lady spent her time was by feeding the sparrows. She would
sit in the verandah. She would break the bread into little bits and throw them towards hundreds of little birds gathered around her. They came and perched on her legs and shoulders. Feeding the sparrows used to be the happiest half-hour of the day for her.

Q.4: Mention: The odd ways in which the author’s grandmother behaved just before she died.
Answer: Before the grandmother died, a change came over her. Her behaviour became quite odd. She collected the women of the neighborhood, took a broken drum and sang of home-coming of warriors the whole day. She did not pray that day which used to be her daily work. She was very much excited. Other family members had to persuade her to stop to avoid over straining. That was the first time that she did not pray.
The next morning she got a mild fever. She herself declared that her end was near and continued praying without wasting any time by talking to others. She lay peacefully in bed praying and telling her beads. Her lips stopped moving. The rosary fell from her lifeless fingers. Her face turned pale. Everyone understood that she was no more.

Q.5: Mention: The ways in which the sparrows expressed their sorrow when the author’s grandmother died.
Answer: Feeding the sparrows was the happiest hour of the day for grandmother. The sparrows and the old lady developed an intimate relationship in this manner. When the grandmother died thousands of sparrows expressed their sorrow by sitting scattered in the verandah in mourning while grandmother’s dead-body lay there. They did not chirrup. Author’s mother threw some pieces of bread but they did not eat them. When they carried grandmother’s corpse they flew away quietly. Thus, the sparrows mourned her death and paid their silent tribute to the grand old lady in a very unique manner.

Q.6: The author’s grandmother was a religious person. What are the different ways in which we come to know this?
Answer: The author’s grandmother was a highly religious lady. Her one hand was always busy in telling the beads of her rosary. Her lips constantly moved in an inaudible prayer. She used to get up early in the morning. She did her morning prayer in “a monotonous sing-song”. In village, she accompanied the author to the school and in stead of returning home, she used to sit in a temple reading scriptures which was attached to the school.
It was because of her religious nature that she could not like the new English school in the city. She was unhappy because there was no teaching about God and scriptures at the city-school. Being a religious lady and a widow, she could be seen hobbling about the house in a spotless white dress.
When she realized that her end was near, she stopped talking. She lay peacefully in bed praying and telling her beads till she took her last breaths.
Q.7: Describe the changing relationship between the author and his grandmother. Did their feeling for each other change?
Answer: The changing circumstances did have a bearing on the relationship between the author and his grandmother. Author and his grandmother lived as intimate friends in the village. A turning point came in their relationship when they came to the city to live with author’s parents. The author joined an English school in the city. She remained confined to home as she could not accompany him to the school. In the new English school she could not help him in studies. She could not like the kind of education being given to the author at the English school. The grandmother became disturbed as there was no teaching about God and scriptures in the new school. She reconciled herself with spinning and taking to feed the sparrows. When the narrator grew up, he went up to university and then went abroad. The common link of friendship between the author and his grandmother was snapped. His grandmother accepted her seclusion with resignation.
No, their feelings for each other did not change though distances grew between them.

Q.8: Would you agree that the author’s grandmother was a person strong in character? If yes, give instances that show this.
Answer: Yes, it is a fact that the grandmother was a very strong personality. She was a highly religious lady. She was a conservative lady who hated modern views and ways. She had very strong personal likings and dislikes. Being a religious lady and a widow, she could be seen hobbling about the house in a spotless white dress. She used to get up early in the morning. She said her prayers in a monotonous sing-song. One of her hands was always telling the beads of her rosary. According to the author, she was a symbol of white serenity. She had peace and contentment. She had certain rigid ideas about life. She liked the village school because it was attached to the temple. She sat in the temple reading the scriptures. She hated the English school in the city for various reasons. She was unhappy that there was no teaching about God and the scriptures there. She was quite disturbed. They gave music lessons at the school. She considered it fit only for harlots and beggars and not meant for “gentle folks”. When the author returned from abroad after five years, he found her in the same condition. Before she died, she herself declared that her end was near. There were some unique changes in her behaviour. She lay peacefully in bed praying and telling her beads. It is quite difficult to show complete agreement with her outdated views. But she was a strong and determined character. She led her own kind of life and never compromised with her principals. She loved the narrator deeply but never tried to be sentimental or emotional.

Short Answer Questions:
1. Did you like the story? Why or why not?
2. What do you think is a pen-portrait? Has Khushwant Singh been successful at drawing such a portrait in this chapter? Discuss with reference to the text.
3. Despite her physical appearance, the grandmother has been called beautiful. Why?
4. The narrator and his grandmother were good friends. Discuss with examples from the text.
5. What was the daily routine of the grandmother in the village?
6. Physical distance does not dim the emotional connect. Comment based on the story read.
7. What differences does the story bring out between the village school and the city school?
8. The grandmother loved animals. We see this at two points of the story. Which are these points?
9. How did the move to the city prove to be the turning point of the grandmother-grandson relationship?
10. *Feeding the sparrows was the happiest hour of the day for her.* Highlight at least two traits that this statement brings out about the personality of the grandmother.
11. Why do you think the grandmother was not upset when the narrator left to study abroad for five years?
12. Discuss the spiritual and/or religious nature of the grandmother as evident in the story.
13. *She sang of the homecoming of the warriors.* What was the grandmother singing about?
14. *Prayer can be a source of personal fortitude.* Comment interspersing your opinion with the one highlighted in the text.
15. When the grandmother was carried away to the cremation ground, the sparrows flew away and the bread crumbs were later swept into the dustbin. Do you think these lines are important? Why or why not?
16. How was the grandmother a lady despite being unfamiliar with modern education?
17. How did the author describe the grandfather?
18. How did the sparrows pay homage to the dead grandmother?

**Long answer questions**

Q.16. Justify the title of the chapter. Had you been given the choice to alter this title, what name would you give to the story?
Q.17. Write a letter as the grandmother to your grandson on the eve of his return from abroad.
Q.18. The grandmother is a silent voice in the story. However, her actions reveal her personality. Draw a character sketch for the grandmother using examples from the text.
Q.19. Based on this story, what do you think is Khushwant Singh’s attitude towards religion?
Q.20. Being alone can be loneliness or solitude. Which one was it for the grandmother after she moved to the city? What incidents/words from the chapter helped you form your opinion?
We’re Not Afraid to Die ....If We can All be Together

Summary

This is a story of extreme courage and skill exhibited by a family of four. A little more nervousness would throw off-balance and the inevitable-death would swallow everyone up. Along with the adults, the two children too are worth mentioning as they showed exemplary courage and understanding even in the face of death. Fear and fear factors are associated with death. The idea of losing one’s life can throw even the mightiest out of gear. Hence, natural calamities like Earthquake, tsunamis and floods strike us with fear. These are the things that cause immeasurable loss of life and property. The author with his wife Mary and their two childrenJonathan and Suzanne-was the family of four. They tried to duplicate the round the world voyage in their professionally ship-The WAVEWALKER. They also picked up two crew men-American Vigil and Swiss Herb to tackle of the world’s roughest seas-The Southern Indian Ocean. The initial period of their voyage wasn’t worrying as strong gales and winds were conspicuous by their absence. The weather turned bad, yet they had a wonderful Christmas 3500 kilometers east of Cape Town. However, the following days were one of the worst faced by Mary’s family. High waves roared and lashed the ship on both sides of the ship. The WAVEWALKER shook and the author was thrown overboard. The ship was about to capsize when another gigantic wave hit it making it right side up again. The author was thrown back onto the deck, his head and ribs smashed against the walls and blood began to appear.

The author didn’t lose his temper. He tried to repair the leakage in the ships’ control of the wheel. No immediate help was available as they were in one of the remotest corner of the world. Suzanne too suffered a head injury, black eyes and a deep cut on her arms. She was extremely brave not to speak of her injury. She simply didn’t want to bother her parents when they were trying to save everybody on board. The family had survived for more than fifteen hours and was desperately looking for rescue. The ship was in a bad condition and would not last to reach Australia. The nearest would be to reach Ile Amsterdam, a French Scientific base. However, their respite was short-lived when the dark clouds began to appear again. It was commendable that John opined that they were not afraid to die if all of them stuck together. It was an example of unity and oneness. It also spoke of the trust and belief that the children had in each other. The children, even in the face of death, had the patience to gift a ‘thank-you’ card to their parents. It was a symbol of trust.

Vocabulary Builder
Solved Question Answers
Q1. How did Jonathan react to the desperate situation they found themselves in on 5th January?
a. Jonathan asked his father if they were all going to die. On the father’s reassurance, he said that they were not afraid of dying if they could all be together – his dad, mom, Sue and himself.
Q2. How did the narrator respond to little Jon’s words? What do his actions reveal about his character?

The narrator could not find any words to respond to his son’s remark. However, as he left his children’s cabin, he was determined to fight the sea with everything he had. This shows his courageous nature and his love for his children. He was a caring father who wanted to save his children at all costs.

Q3. How did Sue try to enliven the gloomy atmosphere?

Sue tried to enliven the gloomy atmosphere by trying her hand at making a card for her parents. She had drawn their caricatures and written that she had drawn some funny people. She had written that she loved both her parents. The card expressed her heartfelt thanks to them and she hoped for the best.

Q4. Who do you think did the narrator call Ile Amsterdam ‘the most beautiful island in the world’?

The island was only a bleak piece of volcanic rock with little vegetation — the author called it the most beautiful island in the world because it had given them a ray of hope for survival. They could at least anchor there and repair their ship.

Q5. What did the narrator think of on landing at Ile Amsterdam? Why?

On landing at Ile Amsterdam, the narrator’s thoughts were full of Larry and Herbie, his crew members who remained cheerful and optimistic throughout the hardships. He thought of his wife also, who stayed at the wheel for all those crucial hours. He also thought of his daughter, who had been so brave all through the ordeal and had not bothered about her head injury.

Q6. How can you say that Suzanne’s injuries were serious?

Suzanne’s injuries were serious because she had to undergo six minor surgeries to remove a recurring blood clot between her skin and skull. She had also injured her arm and had two black eyes.

Q7. “Optimism and courage help to tide over difficulties”. How did the narrator succeed in searching the small island?

Despite the lost compass and a faulty compass, the author did not lose hope. He used his intelligence to estimate the influence of the westerly currents which flowed through that part of the Ocean. He asked Larry to steer a course of 185 degrees and remained optimistic about spotting the island at about 5 pm.
Q8. Why do you think people undertake such adventurous expeditions in spite of the risks involved?
People undertake such adventurous expeditions due to two reasons. They have the passionate thrive for risk, thrill and uncertainty and they push their limits of skill and endurance. They seek such adventures for pure joy and exhilaration. They also want to do certain things for attaining name, fame and recognition.

Q9. Why did the narrator undertake the round the world voyage? What did he do for this mission?
The narrator wanted the achievement of duplicating the round the world voyage made two hundred years earlier by Captain James Cook. He had spent sixteen years preparing for this brave adventure. He acquired experience in sailing around the British waters. They had tested their boat ‘Wave walker’ in the roughest weather.

Q10. When did the narrator set sail for its round the world voyage and how did it pass in the beginning?
The narrator set sail from Plymouth, England in July 1976 with his wife Mary, six-year-old son Jonathan, seven-year-old daughter Suzanne and two crewmen, an American called Larry Vigil and a Swiss Herb Seigler. The first part of the voyage remained uneventful and it passed pleasantly from the west coast of Africa to Capetown.

Q11. What happened on January 2nd? What did the narrator do to face the strong or high waves?
Early morning on January 2, the waves were huge and sea was extremely rough. Their ship was hit by strong mighty waves. They slowed down the speed of the boat and double lashed everything. They got ready to face the danger by wearing life jackets and they waited for the worst.

Q12. What happened to the narrator and what did he do to face the disaster?
The roar of the thunder increased and then a huge torrent of sea water broke over the ship. The narrator’s head smashed into the wheel and he accepted his approaching death. His lifeline was tightly stretched and he felt that his left ribs were cracked, his mouth was filled with blood and broken teeth. He still found the wheel and hung on.

Q13. What was the scene before the narrator’s eyes after the crash of the Giant wave?
The boat was filled with water. Larry and Herb were pumping water out of the ship. Broken timber, clothes, crockery, charts, tins and toys were floating everywhere.

Q14. Give a brief description of the narrator’s boat. How did the narrator equip and test it?
The narrator’s boat named ‘Wavewalker’ was 23 metres long, 30 ton wooden boat. It was built professionally and had been tested in the roughest weather. The author had spent months in fitting it out.

Q15. When and with whom did the narrator begin his voyage?
The narrator began his voyage in July 1976 with his wife Mary, son Jonathan, 6, and daughter Suzanne who was seven years old. Later they were joined by two crewmen Larry and Herb Seigler.

Q16. “I had no time to worry about bumped heads”, says the narrator. What problems do you think deserved his immediate attention?
The problem that deserved immediate attention was the repair of the starboard side which had bashed open and with every wave, it was letting water enter the boat. If he did not make some repairs, the boat would have
surely sunk and they would have drowned.

Q17. What problems ‘in plenty’ did the narrator face during the night of January 2, 1977?
On the night of January 2, around 6 pm the wind dropped and the sky grew dark. A growing roar came and an enormous cloud formed in the sky right above the ship. Thenarrator thought it was a cloud but it was actually a gigantic wave and was twice the height of other waves. The wave hit the ship hard and the narrator’s head hit the wheel and he became unconscious.

Q18. “I didn’t want to worry you when you were trying to save us all”, said Sue. Whathas happened to her?
Sue had hit her head somewhere and a huge bump had formed above her eyes. Later her head became swollen alarmingly and she had a deep cut on her arm. She had been brave and did not want to worry her father.

Q19. What do you observe about the reaction of the adults and the children when faced with disaster?
The children show amazing maturity and resilience in the face of disaster. They remain strong and composed. Despite serious injuries, both the children show courage and patience. Suzanne was brave enough to write a card. John said that they were not afraid to die if they could all be together. The adults also reacted with a fighting spirit and optimism. Their undaunted efforts helped them to survive the disaster.

Q20. When do you think, Mary and the narrator feel the end was near? Why did they feel so?
As the motion of the ship brought more and more water in the boat through the broken planks, the author and his wife felt that their end was near. He had tried his best to repair the ship but had not been completely successful.

Q21. How did the narrator and his family mates face the disaster in the form of a huge wave that struck the ‘Wave Walker’? (120 WORDS)
The narrator dropped the storm jib and tied heavy rope attached to the anchor in a loop across the stern. Along with his crew, he double fastened everything. The first mighty wave seemed to have destroyed everything and in order to remain afloat they had to act fast. The narrator handed over the wheel to Mary. He stretched canvas and fastened water proof hatch covers across the gaping holes in the starboard side. As the two pumps got blocked and the electric pump short circuited. He found another electric pump and started it. The narrator checked the charts and found that there were two small islands, a few hundred kilometres to the east. But their chances of sailing to those islands were slim because the wind and sea did not seem to abate. He re-checked his calculations. They had lost the main compass but he made discount for magnetic variation in the spare one and then asked Larry to steer a course of 180 degrees. They succeeded in reaching Ile Amsterdam in 4 hours.

QUESTION BANK:

Short -Answer Questions
1. Describe the boat Wavewalker.
2. What preparations did the narrator and his wife make for their round-the—world sea voyage?
3. How did the narrator accept his ‘approaching death’ and why was he still peaceful?
4. Why did Jonathan call the narrator the best daddy and best captain in the world?
5. Why did the narrator call Ile Amsterdam the most beautiful island in the world?
6. Describe Ile Amsterdam. How did its inhabitants behave with the newcomers?
Long-Answer Questions
1. What difference did you notice between the reaction of the adults and the children when faced with danger?
2. How does the story suggest that optimism helps to endure “the direst stress”?
3. What lessons do we learn from such hazardous experiences when we are face-to-face with death?
4. Why do you think people undertake such adventurous expeditions in spite of the risk involved?

Discovering Tut: The Saga Continues – A. R. Williams

Summary:
This is a living example of technology advancement. We accepted things and events attributing their cause to nature and her wrath. However, advancement and technology could give us a different picture. This way, it has become a habit with us to accept everything that history states and dictates. On the process the modern world has found ways to offer a different view on it. In other words, the modern world has turn impossibilities to possibilities. William’s report gives an insight into this. A mummy scanned after a thousand years has opened new avenues regarding a cause of it’s’ death. The mummy referred to here is that of King Tut or Tutankhamen, meaning the living image of Amun. The earlier ruler, Amenhotep-IV has shocked the country by attacking Amun, a major God, smashing his images and closing all his temples. His family had ruled for centuries before the boy king, Tut took over. However, Tut ruled for nine years and then died both mysteriously and unexpectedly.
The scanning of Tut’s mummy also gave an insight as to how mummies were buried. Howard Carter, who scanned the body found it difficult to extract the mummy. The ritual resins had hardened thereby cementing Tut to the bottom of his solid gold coffin. Carter finally had to chisel the mummy away having no other option. Every major point was severed. Tut was buried with gold which was meant to guarantee the resurrection and was also buried with every day things he would need in his after-life. Tut also had things to take on his journey to the great beyond-glittering goods, precious collars, necklaces and sandals, all of pure gold. The computed Tomography scan couldn’t solve the mysterious death of Tut but gave us clues for sure. The X-rays and C.T. scan reveal a startling fact-the breast bone and the Pont ribs of Tut were missing. Such a revelation would not have been possible without technological precision. This fact gives us a clue that Tut, in all likelihood did not die a natural death.

Solved Question

**Question 1:** King Tut’s body has been subjected to repeated scrutiny.

**Answer:** Since the time King Tut’s body was first discovered in 1922, it has been subjected to repeated scrutiny. This is due to the fact that King Tut died at a very young age. He died as a “boyish pharaoh” leaving behind numerous mysteries associated with his death. Various investigations, from discovering his remains to excavating his body and studying it under the CT scan, have been done just to find out the medical mysteries of his death.

**Question 1(ii):** Howard Carter’s investigation was resented.

**Answer:** Howard Carter, a British archaeologist, was the first archaeologist to discover King Tut’s tomb in the year 1922. His was a great discovery but during the investigation process, he damaged the mummy to a great extent. As the body was found cemented to its gold coffin, it was impossible to move it. Finally, to separate the mummy from its adornments, Carter decided to remove its head and break nearly every major joint. Due to this his investigation was resented.

**Question 1(iii):** Carter had to chisel away the solidified resins to raise the king’s remains.

**Answer:** Due to the hardened resins, the King’s body was found cemented to the solid gold-bottom of the coffin such that “no amount of legitimate force could move them”. The mummy had to be separated as the thieves would escape the eyes of guards and rip the mummy apart to steal away the gold. He even tried to loosen the resins by putting the mummy under the blazing sun. However, every effort went in vain. The only way left for him was to “chisel” it “beneath the limbs and trunk”. Thus, Carter decided to remove the mummy’s head and break the major joints to separate it from its coffin.

**Question 1(iv):** Tut’s body was buried along with gilded treasures.

**Answer:** King Tut was buried in a coffin made of pure gold “lavished with glittering goods”. The gilded treasures found included precious collars, inland necklaces and bracelets, rings, amulets, a ceremonial apron, sandals, sheaths for his fingers and toes. In those times, the royals believed in the idea of taking their wealth with them. Tut was adorned with all such riches for his journey after life. It also gives the idea of the Egyptian belief in resurrection.

**Question 1(v):** The boy king changed his name from Tutankhaten to Tutankhamun.

**Answer:** ‘Tutankhamun’ means the ‘living image of Amun’. Amun was the major god in the ancient Egyptian society whose temples and images were destroyed by a preceding ruler named Akhenaten. He destroyed the ancient religious order of the Egyptians. Tut’s changing of his name represents his efforts in the restoration of
the old ways that were once destroyed.

**QUESTION BANK**

1. When was Tutankamun’s mummy first discovered?
2. What are the modern world’s speculation about his death?

OR

What new clues has the scientific world got about the life and death of Tut?

3. What are the facts behind the curse of the Pharaoh?
4. Why did Howard Carter ampute Tut’s mummy?
5. Give an account of Tut’s funerary treasures.
6. King Tutankamun was outstanding during his life and beyond that. Explain.
7. What were Howard Carter’s contributions to archaeology? Why was he criticized for the same?
8. What startling fact was revealed by a professor of anatomy about King Tut?
9. Which questions still linger about King Tut?
10. Describe King Tut and his family.
11. What changes did King Tut bring about during his reign?

**Landscape of the Soul-Nathalie Trouveroy**

Summary- this chapter is a comparative study between European and Chinese painting. The chapter has three areas of discussion- anecdotes related to Chinese and European painting, Daoism and how one of the philosophical doctrines of Daoism called ‘Shanshui’ is reflected in Chinese paintings. The stories that have an inherent message in them which suggests that art has a soul. Only when one is able to see its soul are they truly able to appreciate the beauty of that art. Daoism suggests that the universe is composed of two complementary poles-Yin(feminine) and Yang(masculine). The interaction of these two energies makes up the universe. The meeting point, called the Middde Void also holds great significance, though it is often overlooked. This can be compared to the yogic practice of pranayama; breathe in, retain, breathe out- the retain part corresponds to the Middle Void where meditation occurs. This void is essential- nothing can happen without it. In Daoism, a landscape is called ‘Shanshui’ (shan-mountain shui-water). To understand Chinese paintings, one must understand Daoism. So the mountains and rivers in the chinese paintings are representative of Shanshui and the unpainted space is representative of the Middle Void where the interaction between the Yin and Yang takes place. Man is the medium of communication between the two complementary poles of the universe and you can see his presence too in the paintings.

Solved Questions- 1. Contrast the Chinese view of art with the European view with examples.
The Chinese view of art is trying to achieve the essence of inner life and spirit. Wu Daozi’s painting is an example of this.
The European view of art is to create illusionistic likeness. Quinten Metsys’ painting of the fly is an example of this.
1. Explain the concept of Shanshui.
The literal meaning of Shanshui is ‘mountain-water’, which when used together represent the word ‘landscape’. It reflects the Daoist view of the universe, which includes more than two elements of an image- Yang, the mountain, Yin, the water and the third element-the Middle Void, where the two interact.
2. What do you understand by the terms ‘outsider art’ and ‘art brut’ or ‘raw art’.
Outsider art is the art created by artists who have not received any formal training, yet show talent and artistic insight. Brut of raw art is about works of art that were in their raw state with regard to their cultural and artistic influence. Anything like a broken teacup or bangle could be material for a work of art.

2. Who was the “untutored genius who created a paradise” and what is his nature of contribution to art? Nek Chand, belonging to Chandigarh, was the untutored genius who created a paradise many years ago by building the ‘Rock Garden’ there using stones, broken crockery and recycled material. Nek Chand’s contribution is a highly creative example of ‘raw art’.

Question Bank
1. What was depicted in the last painting made by Wu Daozi, the Chinese painter?
2. How are the books by Confucius and Zhuangzi helpful?
3. What is the anecdote about a dragon’s eye mentioned in Chinese literature?
4. Why did the Flemish painter accept Quinten Metsys as a son-in-law?
5. What do the stories, one about China and the other about Flanders, illustrate?
6. What is the difference between the Chinese Emperor and the artist in the anecdote?
7. What does the European painter want from the viewer?
8. What does a Chinese painter want from the viewer?
9. What is the fundamental notion of Daoism?
10. What is the Middle Void?
11. How does a man act as a conduit of communication?

The Ailing Planet: the Green Movement’s Role – Nani Palkhivala

Summary:
The chapter comments on the deteriorating condition of our planet. It speaks of the problems faced by our planet, reasons for its poor condition and the changing view of the world for the planet. The author begins by commenting on the great attention received by the Green Movement that began some 25 years ago. The world’s first nationwide Green party was founded in New Zealand in the year 1972 and the movement has been a great success since then.

A revolutionary change has come in the perception of the human beings bringing in a “holistic and ecological” view of the world. There has been a shift from the understanding developed by Copernicus to the people’s belief that the earth is a living organism whose needs must be respected and preserved by us. According to the writer, our earth is like a “patient in declining health”. Thus, we have to realise our ethical responsibility of guarding the planet.

Solved Questions
1. Locate lines in the text that support the title ‘the Ailing Planet’.
   a) “the earth’s vital signs reveal a patient in declining health.”
   b) “Are we to leave our successors a scorched planet of advancing deserts, impoverished landscapes and ailing environment?”
   c) “…several species of life face extinction as a result of its destruction.”
   d) “The environment has deteriorated so badly that it is ‘critical’ in many of the eighty-eight counties investigated.
2. What does the notice “The world’s most dangerous animal” at a cage in the zoo at Lusaka, Zambia signify?
In a zoo in Luzaka there is a mirror kept in one of the cages that is said to be the cage of the most dangerous animal in the world. The visitor sees his own face in the mirror and realizes that he is that most dangerous animal. The message is that human beings pose the most severe threat to earth’s future and hence they are the most dangerous animal in the world.

3. How are the Earth’s principal biological systems being depleted?
   The Earth’s principal biological systems are being depleted because of excessive use. According to Lester R Brown, there are four principal biological systems of the global economic system. They are fisheries, forests, grasslands and croplands. They are the foundation of the global economic system. But man’s excessive demands are reaching an unsustainable level. Over fishing is common because of a protein hungry world. The tropical forests face extinction due to the demand of firewood for cooking. Grassland sare being converted into wastelands and deserts due to over-grazing. Pressure of population on croplands has affected their productivity.

4. Why does the author aver that the growth of the world population is one of the strongest factors distorting the future of human society?
   The author Nani Palkhivala enumerates some alarming statistics to suggest how the growth of world population has tremendously affected the environment. The population which took a million years to reach the first billion took just another hundred years to reach the second billion. Another century passed it and reached the alarming figure of 3.7 million. Presently it is over 6 million and there is a huge demand on resources, natural or man made. The resources worldwide are under a lot of stress and pressure. The four principal biological systems i.e. fisheries, forests, grasslands and croplands which form the foundation of the global economic system and provide raw materials to the industry are facing a lot of stress. The human demands on these systems are increasing at a rapid speed. Hence, sustainability and productivity are both hampered. When this happens, fisheries collapse, forests disappear, grasslands become wastelands and croplands deteriorate. The need of the hour is to become sensitive towards the needs of the environment to get affected; we will leave behind nothing but an ailing planet for our future generations.

Question Bank
1) What is the significance of Green Movement in the modern world?
2) What did the most dangerous animal on the earth learn in the recent time?
3) What was the question raised by the First Brandt Commission? What does it suggest? What is the significance of this question?
4) “What goes under the pot now costs more than what goes inside it.” Explain.
5) Why is it said that forest precedes mankind?
6) What did Lester Brown mean when he said that we have not inherited this earth from our forefathers, we have borrowed it from our children?
7) How is human population explosion the biggest threat to the existence of the ailing earth?
8) What does the empty cage and the board in the zoo in Luzaka mean?
9) What was the question raised by first Brandt Commission?
10) How has the growth of world population affected the environment? Support your answer with suitable arguments?
11) We have not inherited this earth from our forefathers; we have borrowed it from our children. Discuss.
The Browning Version  Terence Rattigan

Summary:
Andrew Crocker-Harris is a classics teacher at an English boy’s school. After eighteen years of teaching there, today is his last day before moving on to a position at another school. The students speculate on why he is leaving, but don't much care since despite being academically brilliant, he is universally despised as being strict, stern and humourless. They have nicknamed him “The Crock”. On this last day, one student named Taplow, who does not hate Crocker-Harris but feels sorry for him, gives him a small going-away gift.

Solved Question Answers:
Question 1: Comment on the attitude shown by Taplow towards Crocker-Harris.

Answer : Taplow has a strange attitude towards Crocker Harris. Although he does not appreciate the teacher much, he tells Frank, “The funny thing is that in spite of everything, I do rather like him. I can’t help it.” On one hand, Taplow feels that Crocker is a master who cannot appreciate the extra work done by the students. Taplow says that Crocker is “hardly human”. He asserts that Crocker is no “sadist” as he has no feelings at all. He is “like a nut”. Taplow believes that Crocker seems to hate people who like him. He is a teacher who a student can never disobey. And therefore, Taplow feels scared to escape meeting him and waits for him even when Crocker is late.

However, Taplow still likes Crocker. He laughs at his poor jokes to make a common gesture of politeness. He is respectful towards Crocker and dares not cut the extra work even after Millie Crocker-Harris suggests him to do that. He only moves out when she hands him a task related to Crocker himself.

Question 2: Does Frank seem to encourage Taplow’s comments on Crocker-Harris? Elaborate.

Answer : Frank does not encourage Taplow’s comments on Mr. Crocker-Harris. It is possible that he just wanted to have an insight of what students think of his colleague. We cannot neglect the fact that Frank was a teacher himself. However, he was much understanding towards his students and thus, students opened up to him quiet easily. Frank is young and shows a better understanding of the behaviour and psychology of a student and so is humble towards them.

However, it is quite clear that Frank is a teacher who does not appreciate sarcasms on a fellow teacher. Therefore, he points out to Taplow that he got too far in mocking his teacher. Besides, when Taplow casually calls Mr. Crocker-Harris as Crock, Frank corrects him.

Question 3: What do you gather about Crocker-Harris from the play?

Answer : Crocker-Harris is a teacher who would not compromise on the rules and regulations to suffice the sentiments of students. He is strict with students when it comes to studies and so calls Taplow for extra work even on the last day of the school.

He is a teacher that a student could never disobey. It seems that the students respect him out of fear. He does not showcase his feeling in front of his students. He is “shrivelled up inside like a nut and seems to hate people to like him”. He is different from young teachers and is grounded to his ideals. This is evident in his reply to Taplow, “My dear Taplow, I have given you what you deserve. No less; and certainly no more.” His jokes are classical and elite but poor for students as not a single student is able to comprehend them. Other teachers like Frank envied him for the effect he had on the students as all seemed too scared of him.
**Short Answer Questions:**

Q.1. Comment on the attitude shown by Taplow towards Crocker-Harris?
Q.2. What impression of Frank do you get as a teacher?
Q.3. What kind of person is Mr. Crocker-Harris?
Q.4. Why is Taplow in school at 6:30p.m. on the last day of school?
Q.5. Mr. Crocker-Harris is the subject of the conversation between Taplow and Frank. What kind of a picture emerges of Mr. Harris as a teacher and as a person?
Q.6. Why is Taplow bitter?
Q.7. Does Frank encourage Taplow's comments on Crocker - Harris?
Q.8. Why do you think Harris called 'The Crock' or 'Himmler of the lower fifth'?
Q.9. Why does Frank seem to envy Harris' fear in the students?
Q.10. Describe Millie. What do you think happens after our extract ends?
Q.11. Why does Millie Crocker Harris send Taplow away?

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**The Adventure by Jayant Narlikar**

Summary- Professor Gangadharpant Gaitonde was an eminent historian and a leading public figure of Pune. He was hit by a truck while walking home one day and lost his consciousness. When he regained his consciousness, he had transited to a parallel world, without him knowing about it. When he was discharged, he was unable to reach home, because he found out that it did not exist in the parallel world. He decides to go to Bombay because his son was working in a British Company there. The Bombay Gangadharpant saw in the parallel world was quite different. As the train stopped at Victoria Terminus, he found the station to be extremely neat and clean; the blue coaches of the train carried GBMR, “Greater Bombay Metropolitan Railway”. The working staff consisted of Anglo-Indians and a few British officers. As he came out of the station he saw the Headquarters of East India Company; while walking on Hornby Road, he saw buildings of British brands, such as Boots and Woolworth departmental stores, imposing offices of Lloyds, Barclays and other British banks. The most startling thing was at the Forbes building where his son worked, he did not find him there.

Then he went to the Library of Asiatic Society to solve the riddle of the history. As a historian it was his duty to find the truth and the reality related to the battle of Panipat. As he read the book he was amazed to find the details totally contrary to what had actually happened. Not only the Marthas had defeated the troops of Abdali, but they had also kept the British at bay. They had successfully established their kingdom in North India and through political acumen steered India to a state of prosperity and power. They had managed and administered India efficiently in all spheres such as finances, defense, and international trade. He was wonderstruck at this phenomenon.

After leaving the library he went to a guest house and took a light meal. Then he went to Azad Maidan where he found a lecture going on; on the stage he noticed the presidential chair unoccupied. There he had an argument with the audience regarding the unchaired lecture, which turned out to be violent. The audience got on the stage and threw Professor Gaitonde off the stage.

The throw made the professor come out of the other world experience. He had been found unconscious in Azad Maidan.

In order to solve the mystery of this unique experience, Professor Gaitonde went to Professor Deshpande. The latter tried to give a scientific explanation for what had happened. According to professor Deshpande, reality is something we experience through our senses. These senses have limitations. What we call reality may have
other manifestations or dimensions. Physicists have found there are many worlds existing besides the world we see through our senses. They have also found something startling during experiments on small systems of atoms and their particles. The behavior of these systems is unpredictable. This is called lack of determinism. Keeping this law in mind it can be said what we call reality may be different in some other world. According to Deshpande, Gaitonde made transition from one world into another. The reality was that he was visiting Bombay in coma. He met with an accident and went into a coma; at the time of accident, Professor Gaitonde was thinking about Battle of Panipat and the possible consequences of theory of catastrophe on it. He also found history to be changed in which India had never ever become slave to the British. He also found that Marathas had defeated the troops of Abdali at Panipat. During the time he was in coma, his consciousness experienced an experience of British India in which he always wanted to see; but that India had never existed in reality; it existed in Gaitonde’s mind only.

Solved Questions

Briefly explain the following statements from the text.

1. “You neither travelled to the past nor the future. You were in the present experiencing a different world.” This statement was made by Rajendra Deshpande to professor Gaitonde and meant that the latter had made a transition from one world to another and back again. Thus he was able to experience two world, but one at a time. He did not travel to either the past or the future. He was in the present, but experiencing a different world.

2. “You have passed through a fantastic experience: or more correctly, a catastrophic experience.” This statement was made by Rajendra Deshpande to professor Gaitonde indicating that the latter had undergone a strange experience of living successively in two worlds.

3. Gangadharan could not help comparing the country he knew with what he was experiencing around him. The country Gaitonde experienced in the parallel world was quite different from the one he knew. It had not been colonised by the British. He compared the two states of the country with each other.

4. “the lack of determinism in Quantum Theory!” This means that if a bullet is fired from a gun in a given direction at a given speed, one will know where it will be at a particular point of time, but such an assertion cannot be made for an electron, where Quantum theory applies. When an electron is fired from a source, it may be here, there or anywhere else. This is called lac of determinism in Quantum theory. This theory asserts that reality is never one-sided. Alternative worlds may exist at the same time.

5. “You need some interaction to cause a transition.” Professor Gaitonde made a transition, which, according to Rajendra Deshpande, had happened because of the interaction happening at the professor’s mind at the time of collision. When the collision took place, Gaitonde was thinking about the Catastrophe theory and its role in wars. Probably he was wondering about the third battle of Panipat and its consequences. The interaction in his brain acted as a trigger to cause a transition.

Question Bank

1. How was Professor Gangadharant Gaitonde planning to find out how the ‘present state of affairs’ had been reached?
2. Why was a permit required to enter Bombay for the passengers in the train?
3. Why was Gaitonde shocked to see East India House just outside the Victoria Terminus railway station?
4. How did Gangadharant conclude that in this world his son did not exist?
5. What practical intelligence did Peshwa rulers have and how did they use it to benefit the
country?
6. In this parallel world, how is India described, as seen by Gangadaharpant Gaitonde?
7. What was the audience’s reaction to Gaitonde sitting on the presidential chair? Why?
8. What are the two theories Rajendra Deshpande talks about when he tries to rationalise Gaitonde’s experience? Which one of these theories is applicable to Gaitonde’s experience?
9. What actions does the Catastrophe theory explain?
10. What examples does Rajendra Deshpande use to illustrate his contention that reality may not be unique?
11. What was Rajendra’s conclusion about why Gaitonde made the transition to another world at that period in its history?
12. Why did Rajendra say, “Facts may be stranger than fantasies?”

**Silk Road by Nick Middleton**

Summary: This chapter is a travelogue about the author’s travel along the ancient trade route called ‘Silk Road’. It talks about the experiences and hardships the author undergoes while journeying to Mount Kailash. To begin with, the author leaves Ravu with Daniel, an interpreter, and Tsetan who was a tourist guide. As they pass through the hills, they saw drokbas (nomads) looking after their flocks. Both men and women were seen. They were wearing thick woolen clothes. They would stop and stare at their car, sometimes waving to them as they passed. As they passed the nomads’ tents, they saw ferocious Tibetan Mastiffs. In earlier days, Tibetan mastiffs became popular in China’s imperial courts as hunting dogs. The turns became sharper and more difficult as they climbed. Suddenly it began snowing and the roads were blocked. It became critical to move on the ice because of it being too slippery. By late afternoon, they had reached the small town of Hor which was a grim and miserable place without any vegetation. By 10:30 pm they reached Darchen, where they found a guesthouse to stay in. The author had a very troubled night because his nostrils were blocked and he was not able to get enough air in his lungs.

The next day Tsetan took the author to Darchen Medical College. The doctor told him it was just a cold and the altitude that was troubling the author. He was given some medicines, and that night the author slept well. Darchen appeared to be sparsely populated. There were no pilgrims there as the season had not yet started. The author wanted to reach Mount Kailash and do the kora, but he did not want to go by himself. He was looking for someone who could speak or understand English. While he was sitting at the only Café at Darchen, Norbu, a plump Tibetan working in Beijing at the Chinese Academy of Social Sciences, saw him reading an English book. Norbu introduced himself to the author and both of them decide to do the kora together.

Solved Questions

**Give reasons for the following:**

1. **The article has been titled ‘Silk Road’.**
   
   The ‘Silk Road’ refers to a network of routes linking Europe with Asia. This had been the trade route followed by the Europeans since ancient times who had a passion for silk, horses and exotic flora and fauna of the East. The author Nick Middleton, in his travelogue, follows the footsteps of Alexander the Great and Marco Polo overland from China to the edge of Europe. Hence, the chapter is titled as ‘Silk Road’.

2. **Tibetan mastiffs were popular in China’s imperial courts.**
   
   Tibetan Mastiffs were popular in China’s imperial courts as hunting dogs. They were brought along the Silk Road in ancient times as payment of tax from Tibet. They were huge black dogs also used as watchdogs. They exploded into action like bullets when roused. They were furious and fearless.
3. The author’s experience at Hor was in stark contrast to earlier accounts of the place.

According to the earlier accounts, the town, on the shore of Lake Mnasarovar, abounded in natural beauty. A Japanese monk who had arrived there in 1900 was so moved by the sanctity of the lake that he burst into tears. A couple of years later, the hallowed waters had a similar effect on another traveller. However, it was now a grim and miserable place. There was no vegetation whatsoever, but only dust and rocks liberally scattered with years of accumulated rubbish left by tourists.

4. The author was disappointed with Drachen.

The high altitude made the author suffer a lot. He had a bad cold and was not able to sleep at night. Since he was one of the early arrivals in the pilgrimage season, there weren’t any pilgrims in the place. The place was dusty, partially derelict and punctuated by heaps of rubble and rubbish left behind by tourists.

5. The author thought that his positive thinking strategy worked well after all.

The author was disappointed with Darchen. He also complained of bad health. Tsetan had left for Lhasa and was feeling rather lonely with no pilgrims around. It was then that he met Norbu, a Tibetan who also wanted to visit Kailash. They would make a good team as both of them were academicians who had escaped from the library. The author started thinking positively and it gave him some delight and a new enthusiasm.

Question Bank

1. What did Tsetan say would be the only hurdle while they were on their way to Mount Kailash?
2. While crossing the rocky wilderness, who did they see and what was their reaction?
3. How did the Tibetan mastiffs react when the author and others approached?
4. How did the river appear as they entered the valley?
5. Describe the appearance of Hor.
6. What troubled the author at Darchen?
7. How did the author conclude that he had arrived too early to do the kora?
8. How did Norbu become the ideal companion for the author?

Hornbill

(Poetry)

A Photograph by Shirley Toulson

About the poet-Shirley Toulson was born on 20th May 1924 in Henley-on-Thames, England as the daughter of Douglas Horsfall Dixon and Marjorie Brown. She had a huge passion on writing and was greatly influenced by her father who was a writer too. She secured a B.A on Literature from Brockenhurst College in London in the year 1953. Shortly, she took writing as career but also served as the editor for many magazines in meantime. She married Alan Brownjohn on 6th February 1960 and had they had three children. Celtic Christianity influenced her greatly that most of her major works like "Celtic Alternative" in 1987 and "Celtic Year" in 1993 were on that topic. Some of her works are - Shadows in an Orchard (poems), Scorpion Press, 1960, Circumcision’s Not Such a Bad Thing after All and Other Poems, Keepsake Press, 1970, Walking Round Wales: The Giraldus Journey, Michael Joseph, 1988, The Companion Guide to Devon, Harper/Collins, 1991 Year, Element (Rockport, MA), 1993, Somerset, with Bath and Bristol, foreword by Christopher Hibbert, Pimlico (London, England), 1995.

Theme
The poem highlights the theme of nostalgia and the feeling of helplessness experienced by human beings when faced with the truth of mortality of human life. The three stanzas depict three different phases. The first stanza refers to the childhood of the poet’s mother. The second stanza refers to the poet’s childhood when her mother was an adult. The last stanza refers to the poet’s adulthood when she is not with her mother.

**Stanza - wise Interpretation**

**Stanza One**

The cardboard (photograph) shows the narrator’s mother as a little girl of twelve on a beach with her two girl cousins. All three of them stood smiling, their hair strewn across their face possibly tossed by the beach wind. (poetic device: alliteration... stood still to smile) as her mother’s uncle clicked their picture with a camera. Her mother’s face was sweet. The picture was taken much before the narrator was born. The sea in the picture is still the same today (has changed very less) In the picture it seems to wash their feet which by nature, are transient because human life is short-lived as compared to nature. (Poetic device: Transferred Epithet. Human life itself is temporary not the feet. When the adjective for one noun like life is transferred to another noun like feet, it is called transferred epithet. It is also alliteration due to the repetition of the ‘t’ sound but Transferred Epithet is the dominant device here.)

**Stanza Two**

The narrator continues that some twenty, thirty years later from when the picture was clicked, her mother had looked at the snapshot and laughed. She had pointed out her cousin Betty and Dolly and talked nostalgically of how oddly they were dressed for the beach. The sea holiday was remembered by her mother with a fondness as well as a sense of loss because that time would never return. Similarly, her laughter would never return to the narrator. The sea holiday was the narrator’s mother’s past and her mother’s laughter is the narrator’s past. Both these pasts, the sea holiday as well as the laughter of her mother are remembered with a sense of loss because they cannot be relived, there will always be a tinge of difficulty letting them go completely. With the passage of time, the narrator has reconciled with the pain of loss and separation. (Poetic device: oxymoron. The coming together of two opposite ideas to describe the same entity. ‘Laboured’ and ‘easy’ are opposite words describing the same entity ‘loss’. The loss of the holiday and the laughter was easy because these things have to be accepted as a part of life. They are merely a part of the past and cannot be brought back or relived. However, precisely they will always be seen as loss.)

**Stanza Three**

Now, it has been twelve years since her mother passed away. The girl in the photograph seems like a different person altogether. Thus, the use of the words, ‘that girl’. And about the fact that her mother has passed away leaving behind nothing but memories and photographs like this one, there is nothing to be said. It is a part of life and on thinking of it, one really has no words to express how one feels. The silence of the whole situation silences the poet and leaves her quiet. (poetic device: alliteration and personification. The situation has been given the human quality of silence and the sound of ‘s’ has been repeated)

**Tone of the Poem**
The narrator is nostalgic about her mother who is no longer alive. The poem ends on the philosophical note of acceptance of the mortality of human life.

**Key Expressions**
- The cardboard refers to an old photograph.
- Nature is perennial while human life is temporary or transient.
- The camera managed to capture a moment in time. It kept the memory of the mother and for the mother alive. The sea holiday brought a sad smile (wry) to the mother’s face because she couldn’t relive it but was glad that she once had. Similarly, thinking of her mother’s laughter brought a sad smile to the poet’s face because although that laughter was now gone she was glad to have once had it in her life.

**Literary Devices**

**Oxymoron**
Laboured ease- The coming together of two opposite ideas to describe the same entity. ‘Laboured’ and ‘ease’ are opposite words describing the same entity ‘loss’.

**Alliteration**
stood still to smile, its silence silences- The sound of ‘s’ has been repeated
Terribly transient - The sound of ‘t’ has been repeated

**Synecdoche**
Terribly transient feet- feet refers to human beings and not just a body part.

**Reference to Context (RTC) questions:**
Read the lines given below and answer the questions that follow:

1. The cardboard shows me how it was
When the two girl cousins went paddling
Each one holding one of my mother’s hands,
And she the big girl—some twelve years or so.

   a. What does the cardboard refer to?
   b. Who was the big girl and how old was she?
   c. What did the cousins do at the beach?

2. A sweet face,
My mother’s, that was before I was born
And the sea, which appears to have changed less
Washed their terribly transient feet.

   a. When did this incident take place?
   b. How is the poet able to remember her mother’s childhood?
What has stood the onslaught of time and what has not?

3. The sea holiday
   was her past, mine is her laughter. Both wry
   With the laboured ease of loss

   a. Who went for the sea holiday in the past?
   b. What does ‘both’ refer to?
   c. How does the poet feel when she remembers her mother?

4. Some twenty-thirty-years later
   She’d laugh at the snapshot. “See Betty
   And Dolly,” she’d say, “and look how they
   Dressed us for the beach.”

   a. Who would laugh at the snapshot after twenty – thirty years later?
   b. How did mother remember her past?
   c. Who were Betty and Dolly

Additional Short Answer Type Questions (3 Marks)
Sample Answers

Q.1. What scene from mother’s childhood has been captured in the photograph? Who had taken the photograph?
A.1. The scene that has been captured in the photograph is from mother’s childhood when she went for paddling with her two cousins. Mother’s uncle had taken the photograph.

Q.2. Explain the contrast given in the last two lines of the first stanza.
A.2. The contrast is between the sea and the humans. The sea had remained the same for all these years, but the humans have undergone changes. Her mother grew up and now she had been dead for the past twelve years.

Q.3. The poet’s mother laughed at the snapshot. What does this laugh indicate?
A.3. The poet’s mother laughed at the snapshot. This is an indication of the fun and joy she had experienced during the beach holiday and she had fond memories of that particular incident. It brought joy to her when she looked at the snapshot.

Practice Questions
Q.1. How does the poet feel when she remembers the sea holiday of her mother?
Q.2. Why doesn’t she want to think about the photograph anymore?
Q.3. What has not changed over the years? Does this suggest something to you?
Q.4. What does ‘this circumstance’ refer to?
Q.5. What do you learn about the poet’s mother from the photograph? (HOTS)
Q.6. What emotions do you associate with the mother looking at the photograph??
Q.7. What has silenced the poetess?
Q.8. Each photograph is a memory. Justify the statement, in the light of the poem.
Q.9. A photograph captures a moment in time. Discuss with reference to one of your favourite photographs.
Q.10. If you were the poet, what title would you give to this poem and why? (HOTS)
Q.11. We only realise the significance of something or someone in our lives, in their absence. Discuss with reference to the text and your real life. (HOTS)

The Laburnum Top by Ted Hughes

About the Poet: One of the giants of 20th century British poetry, Ted Hughes was born in Mytholmroyd, Yorkshire in 1930. After serving as in the Royal Air Force, Hughes attended Cambridge, where he studied archeology and anthropology, taking a special interest in myths and legends. In 1956 he met and married the American poet Sylvia Plath, who encouraged him to submit his manuscript to a first book contest run by The Poetry Center. Awarded first prize by judges Marianne Moore, W.H. Auden, and Stephen Spender, The Hawk in the Rain (1957) secured Hughes’s reputation as a poet of international stature. According to poet and critic Robert B. Shaw, “Hughes’s poetry signaled a dramatic departure from the prevailing modes of the period. The stereotypical poem of the time was determined not to risk too much: politely domestic in its subject matter, understated and mildly ironic in style. By contrast, Hughes marshalled a language of nearly Shakespearean resonance to explore themes which were mythic and elemental. Hughes’s long career included unprecedented best-selling volumes such as Lupercal (1960), Crow (1970), Selected Poems 1957-1981 (1982), and The Birthday Letters (1998), as well as many beloved children’s books, including The Iron Man (1968). With Seamus Heaney, he edited the popular anthologies The Rattle Bag (1982) and The School Bag (1997). Named executor of Plath’s literary estate, he edited several volumes of her work. Hughes also translated works from Classical authors, including Ovid and Aeschylus. An incredibly prolific poet, translator, editor, and children’s book author, Hughes was appointed Poet Laureate in 1984, a post he held until his death. Among his many awards, he was appointed to the Order of Merit, one of Britain’s highest honors.

Theme: the poet uses the Laburnum Tree and goldfinch as a symbol of life and its fluctuations, and the importance of change in keeping the essence of life intact. The Laburnum trees how the pattern of life in general, which gets dull and inanimate over time. But with the advent of the goldfinch, everything becomes lively and cheerful.

Stanza-wise interpretation

Stanza 1

The poet describes a beautiful Autumn afternoon. The Laburnum tree is silent and still. It is laden with yellow leaves and flowers in September. Its leaves have tuned yellow signalling that it is the Autumn season and its seeds have fallen.

Stanza 2

Just then the goldfinch arrives making short, high-pitched sounds. She has her nest in the tree with her chicks in it. As soon as she arrives, the young ones start making a lot of noise. She arrives her nest very cautiously, so that no predator comes to know about the fact that she is nesting her babies on the tree. Her movement has been compared to that of a lizard—it’s sleek, alert and abrupt. The goldfinch has been called the engine of her family. Just as the engine starts up the machine, her arrival in the nest has suddenly
started up the silent machine-i.e her young ones start making noise. By feeding he young ones, she adds fuel to her machine.

After feeding her children, the goldfinch flies up and rests on the end of the branch of the tree, her identity concealed behind the yellow flowers and yellowing leaves.

Stanza 3

After some time, the goldfinch again makes short, high-pitched sounds and flies away toward the infinite sky. The Laburnum tree becomes silent again after the departure of the goldfinch and everything seems to be the same as it was before the arrival of the goldfinch.

Tone of the Poem- The poem encapsulates the pattern of life with its many fluctuations. It’s these episodes that bring about a change in our everyday life that are essential in making life worth living. Without such experiences, life would be mundane and worthless.

Key expressions-

The importance of change: the arrival of the goldfinch livens up the entire Laburnum tree, which was otherwise very still and silent. This is symbolic of the important role change plays in keeping boredom and monotony at bay. Just like the goldfinch brings the tree to life, change is the essence of human life as well.

Literary Devices-

Simile- ‘sleek as a lizard’

Metaphor- ‘engine of her family’,

Alliteration- ‘September sunlight’, ‘a suddenness, a startlement’, ‘and alert and abrupt’, ‘tree trembles and thrills’


Reference to Context (RTC) questions:

Read the lines given below and answer the questions that follow:

I. The Laburnum Top is silent, quite still
   in the afternoon yellow September sunlight,
   A few leaves yellowing, all its seeds fallen

   1. What does the ‘Laburnum Top’ mean here?
      a) The top part of any tree
      b) The top part of the Laburnum Tree
      c) The top part of a fictional tree
      d) Does not mean anything

   2. What has happened to the tree?
      a) The tree is being worshipped
      b) The tree has been cut down.
      c) The leaves of the tree have turned yellow and are falling down.
3. Find the word from the extract which is the antonym of noisy
   a) Quite
   b) Quiet
   c) Hush
   d) Silent

II. Till the goldfinch comes, with a twitching chirrup
   A suddeness, a startlement, at a branch end
   Then sleek as a lizard, and alert and abrupt,
   She enters the thickness, and a machine starts up
   Of chitterings, and of tremor of wings, and trillings –
   The whole tree trembles and thrills.
   1. Who is ‘she’ in the second line?
      a) ‘She’ is the squirrel
      b) ‘She’ is the baby goldfinch
      c) ‘She’ is the lizard
      d) ‘She’ is the mother goldfinch.

   2. What does the ‘machine refer to in this extract’?
      a) The machine used to drill a hole in the tree.
      b) Machine used to cut the tree
      c) Nest of the goldfinch where the young ones are staying
      d) Nest of the squirrel

   3. Find the word from the extract which is the synonym of ‘entire’
      a) Abrupt
      b) Whole
      c) Hole
      d) Tremor

III. It is the engine of her family.
    She stokes it full, then flirts out to a branch-end
    Showing her barred face identity mask
    Then with eerie delicate whistle-chirrup whisperings
    She launches away, towards the infinite
    And the laburnum subsides to empty.
1. What does ‘launches’ mean in the extract?
   a) It means sleeping  
   b) It means flying  
   c) It means diving  
   d) It means fluttering

2. What effect does the last line create?
   a) It creates a contrast between the liveliness of the tree and its silence.  
   b) It creates a contrast between the change of seasons.  
   c) It creates an opportunity to plant more Laburnum Trees.  
   d) It creates a scene for the arrival of new bird species on the tree.

3. from the extract means the same as ‘strange’ and ‘mysterious’
   a) Delicate  
   b) Odd  
   c) Infinite  
   d) Eerie

Additional Short Answer Type Questions (3 Marks)

1. Why is the poem named ‘The Laburnum Top’?
   The poem has been named ‘The Laburnum Top’ because the top of the Laburnum Tree has been described in detail in the poem. It is on the top of the Laburnum tree that the nest of the goldfinch is located and where all the activity takes place when the goldfinch visits the nest.

2. How is the tree transformed during the bird’s visit?
   After the goldfinch arrive son the tree, the silent and still Laburnum tree suddenly starts trembling and moving. The whole tree comes to life as the chicks of the goldfinch make a lot of noise as they chitter and trill on seeing their mother.

3. To what is the movement of the goldfinch compared? What is the basis for the comparison?
   The movement of the goldfinch is compared to that of a lizard. The basis of the comparison is the sleek, alert and sudden movements when it arrives on the Laburnum tree to avoid being noticed by any predator.

Practice Questions

1. What is the significance of the ‘yellow’ in the poem?
2. Describe the entry of the goldfinch in the poem.
3. Explain the expression ‘barred face identity mask’.
4. Where does the goldfinch go away? Why?
5. Explain the line- ‘and the Laburnum subsides to empty’. 

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Childhood – Markus Natten

Theme:

Childhood for centuries has been considered by poets as a blissful period of one’s life. The poet talks about the same period of time when one has implicit faith in the goodness of others. He regrets at its loss and wonders when it left him and where it could be now. Adolescence is usually a confusing time for a child who is unable to immediately come to terms with the physical, hormonal and psychological changes in his or her personality. Markus underscores how in our childhood innocence lay our ability to appreciate the simpler aspects of life and thus, the child can teach the adult how to appreciate things the latter often takes for granted.

Stanza-wise Interpretation

Stanza 1:
The poet begins by questioning himself about his missing childhood. He wonders if it was the day he ceased to be eleven or it was the day he realised that Heaven and Hell were created by people as they could not be located on the maps he was familiar with. Education made the poet question his faith and look at the world much more rationally. The poet realises that he might have lost his childhood when he gained this rational outlook.

Stanza 2:
The poet continues with his quest for the truth. He wonders if it was the day he could develop a new perception, with which he was able to see through the hypocrisy of the adults. He came to know that the adults did not practise what they preached. They spoke of love but were not so loving. Thus, the child lost his faith in the adults around him, whom he had so far, trusted without question. Their latent hypocrisy became evident to the growing child. Perhaps, says Natten, that broken trust was one of the major steps towards adulthood.

Stanza 3:
The poet continues to ponder over the same question if it was the day he acquired certain individuality. When he realized that his mind was his own and he was capable of producing thoughts that were his own, without any form of bias or influence. He gained a sense of individuality which set him free from the prejudiced opinions of others around him. His own experiences shaped his thoughts now and he realised that this might have been the time he lost his childhood innocence completely.

Stanza 4:
In the final stanza, the poet changes his question. From wondering at what point in time, he had lost his childhood, the poet now wonders where it went. The poet regrets the loss of his childhood, a period of
innocence and a make believe world. He thinks that it has gone to a ‘forgotten place’ The memory of his childhood has faded away with the passage of time. He wonders if it has gone to the face of a child, pure, innocent and untouched by the materialistic world. The poet laments the loss of innocence in adults and appreciates the purity and simplicity of thoughts among children

**Tone of the Poem**

The poet bemoans the loss of childhood but ends the poem on an optimistic note that at least innocence and purity prevails in some form or the other on this earth.

**Key Expressions**

**Process of growing up**

Apart from physical growth, growing up includes
- Rationalism - development of rational thinking as given in stanza1
- Sense of judgment – to be able to recognise the hypocrisy of adults
- Individuality - realization of one’s individuality and asserting it.

**Literary Devices**

**Rhetorical**-

When did my childhood go?
The question has been asked in order to make a statement rather than to get an answer.

**The refrain**-

When did my childhood go?
Was that the day!
The refrain of any poem is/are line(s) that repeat at regular intervals throughout the poem. The refrain often carries the central message of the poem

**Reference to Context (RTC) questions:**

Read the lines given below and answer the questions that follow:

1. When did my childhood go?
   - Was it the day I ceased to be eleven,
   - Was it the time I realised that Hell and Heaven,
   - Could not be found in Geography,
   - And therefore could not be,
   - Was that the day!

   a. What question rises in the poet’s mind?
   b. Which two occasions come to his mind as an answer?
c. Explain the meaning of the line “And therefore could not be.” How does it relate to the end of childhood?

2. When did my childhood go?
   Was it the time I realised that adults were not
all they seemed to be,
They talk of love and preached of love,
But did not act so lovingly,
Was that the day?

   a. What realisation comes to the child regarding adults?
   b. Why does this realisation make him feel that his childhood has gone?
   c. How is the poet’s observation about ‘their’ behaviour significant?

3. When did my childhood go?
   Was it when I found my mind was really mine,
To use whichever may I choose,
Producing thoughts that were not those of other people
But my own, and mine alone
Was that the day!

   a. What do words ‘my mind was really mine’ mean?
   b. Which aspect of growing up is highlighted in the lines given above.? Explain
   c. Which day is the poet referring to? Do you think the poet’s feeling is right?

Additional Short Answer Type Questions (3 Marks)

Sample Answers
Q.1. Why does the poet think that he has lost his childhood?
A.1. The poet, Markus Natten, believes that he has lost his childhood. He believes so because he has lost the innocence and purity of his childhood. When he was a child, he used to believe in the existence of Hell and Heaven. He also believed that adults had real love. In his childhood he didn’t have any egoistic attitude.

Q.2. What did the poet realize when he was twelve years?
A.2. At the age of twelve, the poet learnt that Hell and Heaven were not real but mere stories and that science didn’t support the existence of Hell and heaven.

Q.3. What did the poet realize about adults?
A.3. The poet used to believe that his elders were sincere about relationship and love. But later he realized that their love was not real. He saw that the adults were only talking about love but never loved anyone.

Practice Questions
1. What conclusion did the poet draw about Hell and Heaven?
2. What did the poet notice about his mind? How important was this discovery?
3. Where can the poet find his childhood? Is it lost irrevocably?
4. What did the child observe in the behaviour of adults? What was its relevance?
5. What is the poet trying to discover in the poem ‘Childhood’? Which significant stages of growing up has he mentioned?
6. Which stage do you think, really shows that the poet is no longer a child? Give reasons for your answer?
7. Why does the poet feel so strongly about the loss of childhood?
8. What is the difference in the beginning of the first and the last stanza? Explain.
9. Which are the most poetic lines? Why?
10. The poet asks four questions in the poem but he knows only one answer for sure? What is that and why is it so?
11. Is it necessary to retain the innocence of childhood? Write your views.

**Father to Son –Elizabeth Jennings**

**About the poet**- Elizabeth Joan Jennings (July 18, 1926 – October 26, 2001) was an English poet, noted for her clarity of style and simplicity of literary approach. Her Roman Catholicism colored much of her work. She always made it clear that, whilst her life, which includes a spell of severe mental illness, contributed to the themes contained within her work, she did not write explicitly autobiographical poetry.

**Theme**
The theme of the poem is the generation gap which occurs when the communication link between two generations breaks due to a mutual lack of understanding, tolerance and acceptance. That poem was the child's perspective and struggle to understand himself. This poem is the father's inability to come to terms with the young adult who has replaced the father's 'little boy'. The poem highlights the internal conflict a father undergoes when his son becomes old enough to define his own interests, thoughts and perceptions.

**Stanza - wise Interpretation**

**Stanza 1**
The brooding father complains that he cannot understand his child despite having lived together for many years in the same house. The father tries to continue a relationship based on what he knew of the son from his youngest years but the son has changed over time. The tone is almost pleading, attempting to find a link with his grown up son.

**Stanza 2**
The father wonders whether he has destroyed the seed (his off-spring) or sown it where the land belongs to his heir and none is his. He introspects and feels he has sown his seed in a stranger’s land that forbids him from owning it. The father uses ‘I’ in these lines acknowledging his own role in creating this communication
gap between them. The father and son have become strangers with no understanding of each other. Traditionally, the son’s upbringing is in the very environment and with the values the father provided. Thus, the father feels his son is built to his design and should be like his father in most aspects. However, his son now has interests the father cannot share. There is no shared passion, no common ground. Most times, there is only an awkward silence between them. The frustration of the father is evident as he struggles to understand why his own son, his flesh and blood, has turned into an absolute stranger.

Stanza 3

The father’s greatest wish is to see his son as the ‘The Prodigal’ son who will very soon return to his father’s house; the home which he always knew. He does not want the son to make his own world, away from his father. The father says he would forgive his son if he asked for forgiveness like the prodigal son. He would love him again despite the sorrow of the distance that existed between them once. The tone implies that the father is unable to let his son go,

Stanza 4

Both father and son all over the world must learn to live on the same globe and on the same land. They should stay close to each other on the same land and on the same mental and emotional plane. The son admits that he is at a point where he is struggling to understand even himself. He does feel the grief of the broken relationship he shares with his father and yet, there is an anger that arises out of his confused, inner self. The son speaks for the first time and it is quite clear, that the frustration lies on both sides. The son seems to be in the same confused, sad and yet, angry phase of growth. In their hearts, each of them wants to forgive the other. However, neither wants to take the first step and ask for forgiveness. Each puts out an empty hand for the other to take, but neither places theirs in the other’s hand. However, it is positive that at least they long to forgive and find a way to make things work.

Tone of the Poem

The poem reflects upon the changing relationship between parents and children and highlights the longing of a father to bridge the gap and restore the love and warmth felt earlier.

Key Expressions

‘The Prodigal Son’ is a Biblical reference from the New Testament’s parables of Jesus. The story is of a father with two sons. The younger demanded his inheritance despite the fact that traditionally, the eldest born is heir. The father accedes and the spoilt younger son leaves home. He spends his fortune foolishly, eventually returning to his father's house with barely a stitch of cloth on his body. The father forgives him, and welcomes him into his embrace with open arms and a celebratory feast.

Literary Devices

Alliteration- Silence surrounds us
The sound of ‘s’ has been repeated

Reference to Context (RTC) questions:

Read the lines given below and answer the questions that follow:

1. This child is built to my design
   Yet what he loves I cannot share,
   Silence surrounds us.

   a. Why does the speaker say ‘this child’ not ‘my child’?
   b. What kind of relationship exists between the father and son?
   c. Find two expressions which show the desolation the father feels

2. I would have
   Him prodigal, returning to
   His father’s house, the home he knew,
   Rather than see him make and move
   His world, I would forgive him too,
   Shaping from sorrow a new love.

   a. Explain the use of word ‘prodigal’ in the 2 line
   b. What does ‘I’ not want?
   c. What would ‘I’ forgive?
   d. What is the meaning of the last line?

3. He speaks: I cannot understand
   Myself, why anger grows from grief
   We each put out an empty hand,
   Longing for something to forgive.

   a. Who are ‘he’ and ‘I’?
   b. What do the first two lines say about their relationship?
   c. What are they both trying? Are they successful?

Additional Short Answer Type Questions (3 Marks)

Q1. What does the speaker say about father-son relationship?
   A1. The father-son relationship is estranged. The father does not understand the aspiration and longings of the son. There is a lack of communication between them. Their exchanges if any are very limited as if they are strangers to each other.

Q2. Why do you think, does the father appear so helpless?
A2. The father has been unable to understand what his son loves to do. He is not in a position to advise him as there is hardly any intimacy between them. They speak like strangers. The son has his own dreams and aspirations which the father does not appreciate. So he feels helpless in this situation.

Q3. Does the poem talk of an exclusively personal experience or is it fairly universal?
A3: The poem is autobiographical in nature. It describes the relationship between a father and his son. Beginning on an exclusively personal experience, it raises a universal issue—the growing generation gap between the parents and their children. So it has a universal appeal.

Practice Questions
Q.1. What kind of relationship do the father and son share? Why is it so?
Q.2. The father wants his son to be like the prodigal son. Why?
Q.3. What emotions have been expressed by the father regarding his relationship with his son?
Q.4. Identify the phrases and lines that indicate distance between father and son?
Q.5. What could be the reasons that distance them from each other?
Q.6. What do the expressions ‘same globe’ and ‘same land’ mean?
Q.7. He speaks: I can not understand—Who is the speaker here?
Q.8. Compare and contrast this poem with the poem 'Childhood'.

The Voice of the Rain -Walt Whitman

About the poet- Walter "Walt" Whitman May 31, 1819 – March 26, 1892) was an American poet, essayist and journalist. Whitman is among the most influential poets in the American canon, often called the father of free verse. Born in Huntington on Long Island, Whitman worked as a journalist, a teacher, a government clerk, and—in addition to publishing his poetry—was a volunteer nurse during the American Civil War. Early in his career, he also produced a temperance novel, Franklin Evans (1842). Whitman's major work, Leaves of Grass, was first published in 1855 with his own money. The work was an attempt at reaching out to the common person with an American epic. Whitman was concerned with politics throughout his life. His poetry presented an egalitarian view of the races, though his attitude in life reflected many of the racial prejudices common to nineteenth-century America. After a stroke towards the end of his life, he moved to Camden, New Jersey, where his health further declined. When he died at age 72 in 1892, his funeral became a public spectacle.

Theme

The poet draws a parallel between rain and music. Rain brings happiness to the parched earth. In the same manner, a good song brings joy and appeals to the emotion of its readers and listeners. Walt Whitman broke several conventions of poetry when writing this poem. There is no rhyme scheme nor do the lines stay of the same length. This kind of poetry was known as prosaic poetry, that is, poetry that is written like prose.

Summary

The poet Walt Whitman writes of a conversation he once had with the rain as it dropped gently from the heavens. 'Who are you?' the poet asked. Strangely, the raindrops replied and the poet translates its answer for the readers.
'I am the poem of the earth,' said the rain. The rain adds that it is born in the form of invisible and intangible vapours that rise eternally from the earth’s land and deep water bodies. It then reaches heaven (the sky) and changes its appearance complete to form clouds of abstract, changeable shapes. Yet, at its core, it remains the same as it was at birth.

It then returns to earth as little droplets which wash away the dust and rejuvenate the drought-ridden, dry land. New plants find life which would have otherwise remained hidden and unborn inside the land as mere seeds. Thus, this perpetual cyclic lifestyle ensures that the rain returns to its origin, the earth, giving it life, and making it pure and beautiful.

The poet realises that the rain's life is similar to that of any song. A song's birthplace is the poet's heart. Once complete, it is passed on (wanders) from one person to another. It may change (reck'd) or remain the same (unreck'd) as it travels, but one day, it returns to the poet with all due love of the listeners.

**Tone of the Poem** - The poem reflects upon the changing relationship between parents and children and highlights the longing of a father to bridge the gap and restore the love and warmth felt earlier.

**Key Expressions**

*'Which strange to tell...'*
The poet takes on the role of the mediator between nature and humanity. The poet admits it was strange that he could understand the rain and now takes up the task of translating the answer for the readers.

*'Eternal I rise...'*
The sense of permanence is extremely strong throughout the poem. The cyclic lifestyle is endless and shall continue as long as the connection between the rain and earth persists. The words 'eternal', 'impalpable', 'bottomless' show that though we record the overt reality, the true scope of nature remains tantalizingly beyond our rational comprehension.

*'Altogether changed, and yet the same'*
The rain changes its appearance from intangible vapours to abstract clouds, yet, at its core, it remains the rain. This is the universal law that energy is never destroyed, only transferred from one form to another. Hence, ironically, in change, lies eternity.

*‘I give back life to my own origin’*
The rain falls to bring life to the unborn seeds hidden in the earth, it’s own birth-place.

*‘(For song... duly with love returns)’*
These lines have been placed in parenthesis because they are not a part of the conversation between the poet and the rain, rather its aftermath where the poet reflects on the conversation. He realises that the rain's life is similar to that of any song. A song's birthplace is the poet's heart. Once complete, it is passed on (wanders) from one person to another. It may change (reck'd) or remain the same (unreck'd) as it travels, but one day, it returns to the poet with all due love of the listeners.

**Literary Devices**

*Metaphor* - *I am the poem of the earth*
There is an immediate metaphoric comparison between the rain and poetry. However, this significance only comes to light in the poet's reflection at the end of the poem.

*Personification* - The rain converses with the poet.
Reference to Context (RTC) questions:

Read the lines given below and answer the questions that follow:

1. Eternal I rise impalpable out of the land and the bottomless sea,
   Upward to heaven, whence, vaguely form’d, altogether
   changed, and yet the same,
   I descend to lave the draughts, atomies, dust-layers of the globe.
   a. Who is ‘I’?
   b. What is described in lines 2 and 3?
   c. Explain the contrast ‘altogether changed and yet the same’?

2. I descend to lave the draughts, atomies, dust–layers of the globe,
   and all that in them without me were seeds only, latent,
   unborn;
   and forever, by day and night, I give back life to my
   own origin and make pure and beautify it;
   a. Who is ‘I’? What does ‘I’ do on descending?
   b. Explain the meaning of the last line
   c. Which characteristic of rain is highlighted here?

Additional Short Answer Type Questions (3 Marks)

Q.1. How does the rain justify its claim ‘I am the Poem of Earth’?
A.1. The rain calls itself the poem of earth because, the poem rendered by a poet, has the task of bringing joy, happiness, life to its readers. The rain drops falling over drought stricken earth, bring new life to the land.

Q2. Why has the poet enclosed the last two lines in brackets?
A.2. The last two lines aren’t directly spoken by the rain, unlike the lines preceding it. Hence they are enclosed in brackets.

Q3. How does rain benefit the earth?
A.3. Rain greatly benefits earth. It cleanses, purifies and waters the dry earth. It gives a new life and beauty to the scorched fields and all the living beings.

Q4. Why does the poet call the poem a ‘translation’?
A.4. The voice of the rain is naturally mysterious and different from our own. So the poet who alone understands it translates it into English for the readers.
Practice Questions
Q.1. Who are the speakers in this poem? Which lines give you this information?
Q.2 How do rain and song make the places of their birth more beautiful?
Q.3. The poem begins with a conversational tone. How does this method help us in our understanding of the poem?
Q.4. Behind the apparent simplicity, the poem has a deeper meaning. What does the poet want to convey?
Q.5. “I am the poem of earth” said the voice of the rain. Is the statement justified in the poem?
Q.6. Do you agree with the poet’s reflection at the end of the poem? Why or why not? Cite an example to support your answer.

SNAPSHOTS

L-1– THE SUMMER OF A BEAUTIFUL WHITE HORSE – William Saroyan

About the Lesson
Mourad, a young boy of the Garoghlanian family, steals a white horse that belonged to farmer John Byro. Believing that this act of using someone’s horse was not stealing, he rides the horse for a long time and hid it in a barn. When he had enough of the horse ride, Mourad allows his cousin Aram to ride the horse. Though it was a dream come true for Aram, horse riding was not that easy for him.

While this fun-ride went on, the owner of the horse came to Aram’s parents. Aram heard this and informed Mourad of John Byro. Mourad ignored this and the horse ride progressed. One day, while taking the horse to its hiding place, the boys saw the desperate farmer, John Byro, coming towards them. The good farmer examined his lost horse and exclaimed that the horse looked closely like his own but he refused to believe that the boys had stolen his horse because a member of the Garoghlanian family could not steal. Hearing this, the two boys felt extremely guilty for their act of stealing. Consequently they return the horse.

Short Answer Questions

1. “This was that part that wouldn’t permit me to believe what saw”. What part does the narrator mean?
   Aram refers to their poverty. They lived in extreme poverty and it was difficult to understand how they got food to satisfy their hunger. He frankly admits that every branch of the family was living in the most amazing and comical poverty in the world.

2. What conflicting thoughts passed through the narrator’s mind on seeing Mourad on a beautiful white horse early one morning?
   The narrator was surprised. He knew that his cousin Mourad couldn’t have bought the horse. He obviously must have stolen it. However, family pride came in the way. He refused to believe that Mourad was a thief.

3. What traits of the Garoghlanian family are highlighted in the story?
   The Garoghlanian family, though now poor, was famous for their honesty even when they were wealthy. They were proud first, honest next and after that they believed in right and wrong. None of them would take advantage of anybody in the world. They would not steal. No member of this family could be a thief.
4. **What were the peculiarities in uncle?**

Uncle Khosrove’s crazy streak was famous. He was a big man with a powerful head of black hair and very large moustache. He was quite furious in temper, very irritable and impatient. He would stop anyone from talking by roaring his pet phrase. “It is no harm; pay no attention to it”.

5. **What do you think induced the voice to return the horse to its owner?**

The boys were impressed by John Byro’s attitude towards their parents and families. He knew their parent’s very well and so believed whatever the boys said. Secondly, the fame of their family for honesty was well-known to him. The boys returned the horse to him for the sake of family’s pride and dignity. Their conscience did not allow them to keep the horse any longer. They were afraid to lose a family reputation which was known for its honesty and integrity.

### Questions for Practice

1. How did Aram define stealing when he had to decide whether or not to ride the horse?
2. Why could little Aram not believe his eyes when his cousin Mourad called him early one summer morning?
3. What two character traits of Mourad are mentioned by the narrator in the initial part of the story?
4. Why had Mourad and Aram taken the horse? Why did they return it?
5. Do you think John Byro recognized his horse? Why did he not accuse the boys of stealing the horse?
6. What kind of a family did Aram and Mourad come from? Do you think they possessed the family’s special traits in their character?

### Long Answer Type Questions

1. **Discuss the character sketch of Mourad.**

Mourad, the central character in the story ‘The Summer of the Beautiful White Horse’ is depicted as a young boy, who enjoyed being alive and having fun. He had a crazy streak in him which he had inherited from his family. He belonged to a tribe that was poor, had no money and lived in an acute form of poverty. As a young boy he upheld the family customs and traditions. He believed in all the values that his tribe and family had tried to inculcate in him. He could not resist the temptation to ride a horse and stole a horse from John Byro, hid it and then went for horse riding early in the morning at 4:00 am along with his nine year old cousin Aram. He justified his act by saying that it wasn’t stealing because they had no intention of selling it for money.

While riding the horse, he sang loudly and joyfully. He was confident about his riding abilities and said that he had a way with a horse. It was only when John Byro touched his conscience when he declared that if he had not trusted the honesty of their tribe, he would have sworn that the horse belonged to him. Mourad realised his mistake and returned the horse. His honesty urged him to defend his family values and traditions.

2. Compare and contrast the characters of the two cousins Aram and Mourad.

3. To maintain the honesty and integrity of the Garoghlanian family was the topmost priority of Aram and Mourad. Explain.
L -2 – THE ADDRESS – Margo Minco

About the Lesson

The narrator arrives at 46, Marconi Street, a house owned by Ms. Dorling, her mother’s old acquaintance. The door is opened a mere inch by a woman who seems not to know the narrator and treats her with cool incivility. However, during the course of the interaction, three important realisations occur:

- The narrator realises that she is at the correct address as Mrs. Dorling is wearing her mother’s green sweater. From the faded buttons, it is evident that the sweater has been worn fairly often.
- The narrator knows she is unwelcome as Mrs. Dorling does not even let the narrator come into the house. The narrator goes away disappointed and unsuccessful in collecting her things.
- The narrator hears a door open and close within the house behind Mrs. Dorling. The readers know then that there is another person in the house, someone whom Mrs. Dorling is anxious to keep away from the narrator.
- As the narrator walks back to the railway station, she recalls how once on returning home from the university during the first half of World War II, she had found several of their household items missing. Her mother had then informed her that Mrs. Dorling, an old acquaintance of her mother’s, had renewed their contact and insisted that she (Mrs. Dorling) could keep their things safe during the war. The narrator also recalls another incident when she had seen Mrs. Dorling for a while in a brown coat and shapeless hat, before the woman left with yet another baggage of the things from their home.
- The narrator's mother did not seem to suspect the intentions of Mrs. Dorling. Mrs. S, the narrator's mother, was more worried about Mrs. Dorling hurting herself while carrying their things back to Marconi Street for safekeeping. She asked her daughter to remember Mrs. Dorling's address in case the narrator was the only one who survived the war.
- After the first unsuccessful visit, the narrator deliberates about why she took so long to return for her mother's things. The war and the loss of her family had settled heavily on the narrator's heart. She only felt fear and hesitation when she thought about the things kept at Mrs. Dorling's house. Each of those things carried memories of her life before the war. The pain of loss stopped her from returning for her things sooner.
- The impact of war on civilians has been portrayed with the torture of the concentration camps, the loss of loved ones which left a painful ever-lasting impact. The narrator's observation of the light-coloured bread, familiar views and unthreatened sleep implies the coarse stale food of the camps, the view of barren land and barbed wires and a sleep forever threatened with pain and death.
- After the first failed attempt, the narrator tried to visit Mrs. Dorling again. This time, the woman was not at home and she was greeted by her fifteen year old daughter. The girl showed off the antiques in her house to the narrator oblivious to the fact that they had once belonged to the narrator's own home. When the narrator finds that her things had now become part of someone else's life and memories, she decides not to take her things after all. The memories associated with her things were overwhelming, there was no space for such fancy items in the small room where she lived now. The visit was actually successful in
the sense that the narrator was finally able to find the strength to move on and felt that of all the memories left behind by the war, the address with her mother's old things would be the easiest to forget.

Short Answer Questions

1. Why does the narrator come back without claiming her belongings?
   The narrator came back without claiming her belongings. She says that the objects which are linked in our memory immediately lose their value when those objects are seen after some time in strange surroundings. All her belongings, the silver cutlery, the clothes etc. had lost their charm when they were seen in Mrs. Dorling’s house. She knew that if taken back they would again seem strange in her new small rented room.

1. What change did the narrator notice in her rooms when she was home for a few days?
   She noticed that various things were missing. Mother was surprised that she had noticed so quickly told her that Mrs. Dorling would keep things safely.

2. Why did the narrator resolve to forget the address, No 46, Marconi Street?
   The narrator returned to collect her belongings as they aroused nostalgic feelings. But she was no more the true owner. The ‘stored’ things reminded her of the uncharitable Mrs. Dorling and her own tragic past. So she felt it was better to forget the address, No 46, Marconi Street.

3. Justification of the title
   The short story ‘The Address’ revolved around the address No. 46, Marconi Street. It starts with the address where the Jewish family had suffered during World War II and ends with the narrator forgetting the address.

Questions for Practice

1. When did the narrator first learn about the existence of Mrs. Dorling?
2. How was the narrator received by Mrs. Dorling when she visited her for the first time?
3. How was the narrator’s second visit different from her first visit to Mrs. Dorling’s house?
4. Describe the narrator’s feelings when she found herself in the midst of her mother’s belongings.
5. What hardships do you think the narrator underwent during these times?

Long Answer Type Questions

1. How did Mrs. Dorling receive Mrs. S’s daughter when she came back after several years? Explain Mrs. Dorling’s behaviour in this context.
   Mrs. Dorling did not receive the narrator, Mrs. S’s daughter very warmly. She understood that she had come back to claim her things like antiques, silver cutlery, which had belonged to her mother. Mrs. Dorling
had no intention of returning the things to the narrator. She appeared very cold and rude and did not even let her in. She told her that she could not do anything for her as it was not convenient for her to meet the narrator at that time and that she should come some other time. Then she closed the door while the narrator was still at the doorstep. Mrs. Dorling was very ungrateful and uncharitable with no intention of returning the things to the narrator that were rightfully hers. She acted out of greed and meanness.

2. Why did the narrator, Mrs. S’s daughter visit 46, Marconi Street? Did she achieve her purpose?

3. Contrast the characters of the narrator’s mother and Mrs. Dorling.

L – 3 – RANGA’S MARRIAGE – Masti Venkatesha Iyengar

About the Lesson

Ranga hails from Hosahalli, a village in Mysore. Like many other cultural aspects artistically portrayed by the author the custom of child marriage too is typical to this village.

Ten years ago when the village accountant sent his son Ranga to Bangalore for studies, the situation in the village was different. People never used to use English words while talking in Kannada, their mother tongue. But now they do it with an abominable pride. For instance, Rama Rao’s son was not ashamed to use the word ‘change’ while buying some firewood from a woman who knew no English, thereby creating confusion.

Now people are so fond of the foreign language and education that Ranga’s homecoming is made a big affair. People crowd in front of his house to see if he has changed. They return home on finding no significant change in him. The narrator is particularly happy to find the boy still quite cultured as he respectfully does ‘namaskara’. The narrator spontaneously blesses him saying ‘May you get married soon!’

But the boy is not ready for marriage, he says. He is of the opinion that one should better remain a bachelor than marry a young girl, as the custom of the village is. The narrator is disappointed to hear this, but as he sincerely wants Ranga to get married and settled to be of some service to the society, he does not lose heart. He takes a vow to get him married, and that to a young girl of 11 by the name of Ratna, Rama Rao’s niece, who has of late come to Hosahalli to stay for a few days.

Now the narrator plans to make the prospective bride and the bridegroom meet each other. So he does by asking Rao’s wife to send Ratna to his house to fetch buttermilk. As Ratna arrives she is asked to sing. As planned at that very moment Ranga arrives and gets mesmerized by Ratna’s singing and almost instantly falls in love with her being oblivious of his theories regarding child marriage. The narrator, from his experience, notices this quite well but purposely disappoints Ranga saying that Ratna is married.

The next morning the narrator meticulously plots with Shastri, the fortune teller, to trap Ranga and have him marry Ratna. He tutors him in what is to be said and done when he will bring the boy to him. Everything goes well as per the plan. Shyama, the narrator, asks Shastri what might be worrying the boy. Shastri calculates and suggests that it is about a girl. However, on the way the narrator enters Rama Rao’s house and comes out of the house to inform Ranga that Ratna is unmarried and the previous information about her marriage was wrong. Now visibly Ranga’s joys have no limits. Ranga finally gets married to Ratna and fathers two children. Moreover Ratna is now eight months pregnant. The narrator is invited to the third birth anniversary of Ranga’s
child, who was named after the narrator as ‘Shyama’. On finding this, the narrator mildly chides Ranga saying that he knows that it is the English custom to name the child after someone one likes, but it is not fair to name him ‘Shyama’ because he is fair complexioned.

**Short Answer Questions**

1. **Ranga’s home coming was an important event for the villagers. Give reasons.**
   It was because the village accountant was the first one who had enough courage to send his son to Bangalore to study. English was a priceless commodity to the villagers. That was why his home coming was a great event to them.

2. **What were Ranga’s views on the selection of a bride and marriage in general?**
   Rangappa had no intention to marry unless he found the right girl. He wanted a mature girl and also the one whom he admired. He was against arranged marriage and against marrying an adolescent girl. If he failed to find the girl of his choice, he was ready to remain a bachelor.

3. **What role does the narrator play in the life of Rangappa?**
   Shyama, the narrator, resolves to get Ranga married. He lays a trap for it. He sends for Ratna and Ranga to his house. They see each other. Ranga, after meeting Shastri, agrees to marry Ratna. Thus, the narrator plays the role of arranging the marriage of Ratna and Ranga.

4. **What tricks did the narrator play to intensify Ranga’s interest in Ratna?**
   Ranga at first was against marrying a young and immature girl. But the narrator played his cards carefully. He brought Ranga and Ratna face to face and then contacted Shastri to tell Ranga what the Shastra said. Ranga fell in the trap and married Ratna.

5. **How did Ranga and Ratna express their gratitude to the narrator?**
   When, after several years of their marriage, Ranga and Ratna were blessed with a son, they named him after Shyama, the narrator. This is how they expressed their gratitude to the narrator.

**Questions for Practice**

1. Why did people rush to Ranga’s house?
2. Who is Ratna? Why does the author consider her the most suitable bride for Ranga?
3. How has the author made fun of English Language in the story ‘Ranga’s marriage’?
4. What information did the writer give Ranga that disappointed him? Why do you think he did that?
5. Ranga and Ratna were very fond of the narrator. Justify.

**Long Answer Type Questions**

1. **What were Ranga’s ideas about marriage? Do you find any change in them at the end of the story? How?**
   Ranga was the son of the village accountant and the first person to go out of Hosahalli for education. When he returned from the city, he said he would marry when he found the ‘right girl’. He wanted the girl to be mature and who was not likely to be misunderstood by him. Besides, he felt that a man should marry the girl he admired.
But Ranga did not adhere strictly to his views. He was attracted towards Ratna, the eleven year old niece of Rama Rao and ended up marrying him.

2. Why and how does the narrator conspire to get Ranga married?

Albert Einstein was studying in a German school in Munich. His class was of the history teacher Mr. Braun who asked Albert in which year the Prussians defeated the French at Waterloo. Albert confessed that he didn’t know and he must have forgotten. This irritated the teacher. He asked Albert if ever Einstein had tried to learn. Albert replied with his usual honesty that he didn’t see any point in learning dates. One could learn about them from books. Ideas were more important than facts and figures. The teacher attributed to Albert that he didn’t believe in education. He talked in a sarcastic manner. Albert told him that education should be about ideas and not facts. The teacher said that Albert was a disgrace to be there Albert felt miserable when he left the school that afternoon.

He didn’t like this school and was sad that he would have to come to it again. He lived in a small room. It was one of the poorest quarters of Munich. The landlady beat her children regularly. Her husband came every Saturday drunk in the evening and then beat her. He didn’t like the children’s crying every time. He told these things to Yuri. He hated the atmosphere of slum violence. When his cousin Elsa came to Munich, she told Albert that if he tried he could pass the examination. There were more stupid boys than him. Moreover, passing the examination was not difficult. It was simply just to be able to repeat in the examination what he had learnt. He told Elsa that he was not good at learning things by heart. He liked music as it gave him comfort. He also liked Geology. Albert didn’t like to remain in school. He met Yuri after six months. He had an idea. He told Yuri that if he had a medical certificate stating that he suffered from a nervous breakdown, he could get rid of school. He asked Yuri if he had a doctor friend. Yuri told him that he knew Dr. Ernest Weil. However, Yuri told him not to deceive him. He must be frank with him. Albert then visited Dr. Ernest Weil who understood his problem and issued him a medical certificate for nervous breakdown. His fees were that he should serve Yuri with a meal. He told Dr. Ernest about his future plans. Albert planned to take the medical certificate to the head teacher the next day. But Yuri advised him to get a reference letter from his Maths teacher, Mr. Koch, first. Mr. Koch, the mathematics teacher, encouraged him and gave a certificate that Albert was ready to join college for the study of higher Maths.

Finally, the day when Albert was called by the headmaster he was not worried when this happened. However, he was taken aback when the headmaster said that he couldn’t tolerate Albert’s attitude towards education and his behaviour in the classroom which disturbed an ideal environment for studying. Thus, he wanted Albert to leave school. Albert felt the medical report burning a hole in his pocket.

He left the school where he had spent five miserable years, without turning his head to give it a last look. He felt like seeing only Yuri before he left Munich. Elsa was back in Berlin when he left. Yuri bade him farewell and wished him good luck.
Short Answer Questions

1. What was Einstein’s view on Education?
   For Einstein ideas were important. Facts did not matter as they could be looked up in books. He did not see any point in learning the dates of battles but in learning why the soldiers were trying to kill each other.

2. Why did Albert feel miserable when he left school that day?
   Albert felt miserable because he hated the school and would have to return there the next day as well. Secondly, the idea of going back to his lodgings and atmosphere of domestic violence which prevailed there did not cheer him up.

3. Why was Albert equally unhappy at his lodgings?
   Albert got no comfort at his lodging. The food was bad, there was dirt and squalor but he did not mind that as much as he hated the atmosphere of violence in slum. His land lady used to beat her children regularly and every Saturday her husband came drunk and beat her.

4. How would the medical certificate help Albert?
   Yuri, Albert’s friend thought that the medical certificate would help Albert to enjoy six months leave from the school. He would not actually be leaving the school and if the worst befell he could return and continue studies for the diploma.

5. What reasons did the head teacher offer for expelling Albert from school?
   The head teacher gave many reasons for expelling Albert from school. Albert’s presence in the classroom made it impossible for the teacher to teach and other pupils to learn. Albert himself refused to learn. Albert was in constant rebellion.

Questions for Practice

1. Why did Einstein refuse to learn dates and facts?
2. What did Mathematics teacher think of Einstein?
3. Who is Elsa? What advice does she give to Einstein to pass the examination?
4. What were the reasons given by the head teacher for expelling Einstein?
5. Yuri calls Albert ‘the world’s worst liar’. Do you think this is an insult or a compliment? Give reason.

Long answer Type Questions

1. Describe the circumstances leading to Albert getting a medical certificate issued declaring him unfit to continue school.
   **Value Points:**
   - Albert used to feel miserable at school which basically taught arts subjects.
   - He had regular confrontations with his teachers because of his honest replies.
   - The environment of his lodging place was also miserable.
   - Wanted to get rid of his school where he was because of his father’s wish
   - So wanted to have a medical certificate certifying that he needed to stay away from school because of nervous breakdown.
   - His friend Yuri helped him.
   - Albert was sent to a friend of Yuri who had freshly become a doctor.
   - He got a certificate as suffering from nervous breakdown.
   - His medical certificate became useless as the school itself expels him.

2. Describe how Albert’s friend Yuri and his cousin Elsa help him.
About the Lesson

- The job of a mother in a family is actually a twenty four hour job and the mother does not have the luxury of even enjoying any weekend, any holiday.
- The popular conception is that only those who are in service have to work hard. The mother who stays at home has a leisurely life.
- The other members in the family always take the work that the mother does at home for granted and gives no credit for that.
- The children in a family go on to believe that the job of the mother is to keep herself in the beck and call of her children and so is the thinking of the husband of the family towards his wife.
- The mother needs to be harsh and assertive every now and then with her children and husband, reminding them that the work she does is a round the clock work and is valued much more than theirs.
- If the mother of the family turns out to be too soft with her attitude towards her children and husband, then the children are bound to be led astray and spoilt as is the case with Cyril and Doris Pearson.
- Always a little bit of caution, cold looks, strong words and body language from the mother help the atmosphere of the family ordered and the health wholesome.

Short Answer Questions

1. Why Mrs. Pearson is always ordered about by her family members?
   Mrs. Pearson is a docile and submissive mother. She never asserts herself. In fact she serves the family like a domestic servant. She never raises her voice and always tries to avoid any kind of unpleasantness in the house.

2. How are Mrs. Pearson and Mrs. Fitzgerald contrasted?
   Both the ladies are in sharp contrast with each other. While Mrs. Pearson in passive docile, submissive and confused. She is also timid and soft spoken. Mrs. Fitzgerald is aggressive, dominating, sinister and bold. She has a deep voice.

3. How does Mrs. Fitzgerald plan to show the Pearsons their places?
   Mrs. Fitzgerald had learnt some magic during her few years stay in the east. She offers to exchange her personality with Mrs. Pearson for some time. While she will look like Mrs. Pearson, she would still be able to use her domineering nature to show the Pearson family their place. This plan was a temporary arrangement.

4. What do Doris and Cyril think about their mother’s sudden change in the behaviour?
   Both Doris and Cyril are utterly confused and bewildered at their mother’s strange behaviour. They have never seen her smoking, drinking, playing cards and speaking in such a strange and sarcastic manner. They think that she has hurt her head and is suffering from a concussion.

5. How does the end of the play justify the title?
   Mrs. Pearson being a weak person was taken for granted by her family. They dominated her a lot and did not care for her feelings. But in the end she winds when Mrs. Fitzgerald takes over for some time and is able to get the respect that Mrs. Pearson deserves.
Questions for Practice
1. Give any two instances from the Lesson to show that Mrs. Pearson was treated like a servant by her family?
2. How does Mrs. Fitzgerald help Mrs. Pearson to get back her lost respect in her family?
3. What shocks Cyril when he comes back home?
4. Who is Charlie Spencer? How does Mrs. Pearson show her dislike for him?
5. What advice does Mrs. Fitzgerald give to Mrs. Pearson after they change back their personalities?
6. At the end of the play how does Mrs. Pearson plan to spend evening with her family?

Long Answer Type Questions
1. What are the problems that the play, ‘Mother’s Day’ highlights?
   The play ‘Mother’s Day’ basically highlights the real aspects concerning the status of the mother in a family. In most families the mother is a house wife who stays at home while the father and in some cases the children go out for work. The popular concept is that only those who are in service have to work hard and therefore they need weekends and holidays for taking rest and after coming from work they need to be waited upon by the mother who is seen as living a life of leisure. The reality is that the job of mother in a family is a twenty four hour harsh job for which she cannot have the luxury of even enjoying any weekend and holidays.
   That is the case with Mrs. Pearson in this play. Her two grown-up children Cyril and Doris Pearson and her husband George Pearson always take the work that Mrs. Pearson does at home for granted and give absolutely no credit to her for that.
   The mother needs to be harsh and assertive every now and then with her children and husband, reminding them that the work she does is a round the clock work and is valued much more than theirs. Ultimately Mrs. Fitzgerald’s idea of changing bodies and personality with Mrs. Pearson brings reform to the errant family members.

2. What idea does J. B. Priestly want to communicate to the audience through the play ‘Mother’s Day’?

About the Lesson
The story ‘Birth’ is an excerpt from ‘The Citadel’. It relates how a medical fresher handles a child delivery case in a mysterious way and brings back life in a seemingly dead born child. In doing so he applies his medical text book knowledge as well as intuition. He finds that text book knowledge alone is not sufficient to handle such cases. The story expresses the anxiety and excitement of the doctor, Andrew Manson.

In the beginning of the story, it is narrated how Andrew Manson who had recently passed out from a medical school, was returning home after a disappointing evening with Christine, the girl he loves. It was midnight and when he reached near his house, he found Joe Morgan waiting for him. He was there to take the doctor to attend to his wife immediately. She was expecting her first child after twenty years of their marriage. Andrew agreed to go despite late night.
At the patient’s house, Andrew saw that the lady was being attended to by a midwife. Andrew examined the patient and could understand that it would take some time for the delivery to take place. He took a break. In this period Andrew’s mind started wavering in stray thoughts. He started thinking about Branwell who was foolishly devoted to a woman who deceived him meanly. Then he thought of Edward Page who was married to the ill-natured Blodwen, and was now living unhappily, apart from his wife. Andrew thought all marriages were a dismal failure. In the meantime Andrew had to go back to attend to the patient.

The subsequent section narrates how after an hour long harsh struggle a child was born towards the dawn. But the child was still-born. When Andrew gazed at the lifeless form, he shivered with horror. Then he looked at the mother. She required immediate attention. Andrew was to decide to whom to attend: the child or the mother.

Andrew gave the child to the nurse and turned his attention to the mother who was unconscious. Gradually, her heart strengthened and Andrew could now leave her to attend to the baby.

Andrew asked about the child. The midwife was thoroughly frightened. Taking it as a still child, she had dumped it beneath the bed amongst soaked newspaper. Andrew pulled out the child. The child was perfectly formed. Andrew could understand that it was a case of suffocation due to lack of oxygen and excess of carbon-dioxide in the blood. Andrew started giving the necessary treatment. He did not lose heart. The midwife again and again told him that it was a still-born child. But Andrew did not pay any heed. He continued with his treatment.

Towards the end of the story, a miracle happened he rubbed the child with a towel crushed and relaxed the little chest with both his hands. Thus, he tried to infuse breath into that limp body. The little chest gave a short, convoluted heave. The child started turning around. It was no longer still-born.

At last Andrew heaved a sigh of relief. He handed the child to the nurse and went out. He found Joe standing outside with a tense face. He assured Joe that both the mother and the baby were all right and then walked down the street with some miners with a sense of deep satisfaction that he had achieved something great and real at last.

**Short Answer Questions**

1. Why was Joe Morgan waiting for Andrews?
   - He had a great faith in Dr. Andrews. Therefore, Joe was waiting for him until midnight, walking up and down between the closed surgery and the entrance to the house as his wife was expecting their first child after nearly twenty years of marriage.

2. Why was Andrew feeling dull and listless?
   - Andrews was feeling dull and listless because it was past midnight and he was reflecting upon his own relationship with Christine, the girl he loved.

3. Why did Mrs. Morgan’s mother offer to make a cup of tea for the doctor?
   - Mrs. Morgan’s mother realised that there was a period of waiting. She was afraid that the doctor would think of going home during the waiting period. She offered him tea with an intention to make him stay back till the delivery.

4. Why did a shiver of horror pass over Andrew?
Andrew was exhausted after a tough struggle of over an hour to help Mrs. Morgan in the delivery of her first child. The doctor was shocked at the delivery of a lifeless child and a shiver of horror passed over him.

5. **How did Andrew’s practical experience come in handy?**
   Andrew had once seen a similar case in the Samaritan. He remembered the treatment that had been used. He decided to administer the hot and cold water therapy and it worked.

### Questions for Practice

1. What was the conflict in Andrew’s mind regarding marriage?
2. Why was Joe and Susan Morgan’s case special for Andrew?
3. How did the child appear when it was born?
4. What last effort was made by Andrew to revive the child?
5. “I have done something; Oh, Good! I’ve done something real at last.” Why does Andrew think so?

### Long Answer Type Questions

1. **Give an account of efforts made by Dr. Andrew Manson to revive the still born child?**
   After pulling the still-born baby out from beneath the bed, Andrew could guess the reason why the baby had lost its breath. The cause was asphyxia which is a condition in which insufficient or no oxygen and carbon dioxide are exchanged on a ventilator basis caused by choking or drowning. Therefore, he realized that there was point in trying to resuscitate the baby with the help of the traditional resuscitation methods applied in such cases. Hence, he first laid the baby upon a blanket and began the special methods of respiration. Then, he poured hot and cold water in two basins and frantically went on dipping the baby in the water of both the basins alternately for almost half an hour. But no breath emerged from the baby and a sense of desperation and defeat set in his mind. Still he wanted to put in another last effort. So this time, he rubbed the baby with a rough towel and then he crushed and released the little chest with both his hands, trying to get breath into that lax body. Soon after this, a miracle happened and the tiny chest of the baby gave a heave and then another and then another and Andrew was successful as the baby was finally revived.

2. There lies a great difference between textbook medicine and the world of a practising physician? Discuss this statement with reference to the story ‘Birth’?
About the Lesson

The Tale of Melon city is a narrative poem by Vikram Seth written in the couplet form. The tale is humorous with a very sharp focus on the thematic aspect. Structurally, the story has three parts—the first part mentions about a king’s wish to build an arch. The second part relates his complaints regarding the faulty construction of the arch and the last part narrates how his decree ultimately falls on him leading to his hanging. The poem in a high tone of humour narrates the transition of power from the king to a melon which became a symbolic head.

In the beginning the poet narrates that there was a king in a city long ago. One day the king expressed his desire to construct an arch spanning the main thoroughfare to improve the onlookers morally and mentally. The king was just and peace loving. The construction work was soon undertaken by employing large number of labourers.

After the completion of the arch, the king went to inspect the newly constructed arch. The arch was very low. His crown struck against the arch and fell off. Feeling dishonoured, the king decided to hang the chief of builders. All arrangements were made for the hanging. The Chief of builders defended himself by shifting the responsibility to the labourers. Convinced by the argument, the king then ordered to hang all the labourers. The labourers shifted the responsibility to the size of the bricks. The king accordingly ordered the hanging of the masons. The masons in turn defended themselves and put all blame on the architect. The king ordered to hang the architect. The architect reminded the king that he (King) had made some amendments to the plan when it was shown to him. The architect indirectly put the blame on the king. The king was confused to hear the architect’s argument. The king solicited the advice of the wisest man in his kingdom. Accordingly, the wisest man was found and brought to the court. He was so old that he could neither walk nor see. He gave the verdict that the arch was the real culprit, do it must be hanged. Accordingly, the arch was led to the scaffold. In the meantime, a councillor pointed out that it would be very shameful act to hang the arch that touched the king’s crown.

The crowd which had gathered there to witness the hanging of the culprit was getting restless. Sensing their mood, the king said that someone must be hanged since the nation wanted a hanging. The noose was set up. It was somewhat high. Each man was measured turn by turn. But there was only one man who was tall enough to fit in the noose, and it was the King. Interestingly, the king was hanged.

The poet then narrates the third part of the poem. In the concluding part the ministers heaved a sigh of relief that they were able to find someone, otherwise, the unruly crowd might have risen in revolt. After the death of the King, it was required to choose another king. As per the rule, the ministers sent out the herald to proclaim that the next to pass the City Gate would choose a king. An idiot happened to pass the City Gate. The guards asked him who was to be the King. The idiot answered that a melon should be chosen to be the next king. Actually that was his pet answer to all questions as he liked melons. The ministers crowned a melon and placed their Melon King reverently at the throne.

The poet narrates that the citizens were least bothered about their symbolic head. They enjoyed the principles of Laissez faire. They were very respectful to their new monarch as the new monarch did not interfere in their lives.
Short Answer Questions

1. What sort of king ruled over the state? What did he proclaim?
   The king was fair and gentle. He seemed to be interested in the welfare of the masses. So he proclaimed that an arch should be constructed which should extend across the major thoroughfare. He hoped that it would improve people’s mined on looking at it.

2. What order did the king give when his crown was knocked off his head?
   The king grew angry and ordered the chief of the builders, responsible for building the arch, to be hanged.

3. How did the king react when the people responsible for tumbling the king’s crown started blaming each other?
   The king started immediately accepting the other one’s statement and declaring punishment for them.

4. On what basis was the wisest man chosen? What judgement did he pass?
   The wisest man was chosen on the basis of age. The poet says that as the man was so old, he was therefore wise. The wisest man was so old that he could neither see nor walk. His judgement was that the culprit should be hanged, and since the arch had been responsible for falling of the king’s crown, it must be hanged.

5. Who was ultimately hanged? What did the ministers think of the hanging?
   The noose was too high and it needed a tall man. The king, being the tallest, was hanged by Royal Decree. The ministers heaved a sigh of relief because they were afraid that people would have otherwise turned against the king.

Questions for Practice

1. ‘The Tale of the Melon City’ consists of a series of humorous incidents. Describe the events that led to the hanging of the King by his own order.

2. What was the criteria for choosing a man to be hanged? Who was found fit?

3. How has the poet made fun of governance system by using the phrase “Just and Placid”?

4. Why did the King order to hang someone immediately?

5. What is the principle of ‘Laissez Faire’? How is it established in this poem?

Long Answer Type Questions

1. The king was not so foolish. He had made a clever plan, but made one fatal mistake for which he had to pay a price. Explain how.
   The king was not so foolish to be hanged so easily. After the passing-on blame game of so many people, who were responsible for making the arch that toppled the king’s crown while he was passing underneath it, it was found out that the king himself was responsible for making changes in the design.
   He made a clever plan to save himself from the hanging. Seeing the public that had gathered there to witness the hanging, he decided to set up a noose very high and the person who befitted the noose was supposed to be hanged. But the king himself had to pay the price of his fatal mistake by laying down his life because he was the only one who was tall enough to fit the noose and was thus hanged.

2. How did the accused try to shift the blame on others? How far did they succeed?

3. How was a melon made the king of Melon City?
Section A (Reading) 20 marks

1. Read the passage carefully and answer the questions that follow. (8)

I remember my childhood as being generally happy and can recall experiencing some of the most carefree times of my life. But I can also remember, even more vividly, moments of being deeply frightened. As a child, I was truly terrified of the dark and getting lost. These fears were very real and caused me some extremely uncomfortable moments.

Maybe it was the strange way things looked and sounded in my familiar room at night that scared me so much. There was never total darkness, but a streetlight or passing car lights made clothes hung over a chair take on the shape of an unknown beast. Out of the corner of my eye, I saw curtains move when there was no breeze. A tiny creak in the floor would sound a hundred times louder than in the daylight and my imagination would take over, creating burglars and monsters. Darkness always made me feel helpless. My heart would pound and I would lie very still so that ‘the enemy’ wouldn’t discover me.

Another childhood fear of mine was that I would get lost, especially on the way home from school. Every morning, I got on the school bus right near my home - that was no problem. After school, though, when all the buses were lined up along the curve, I was terrified that I would get up on the wrong one and be taken to some unfamiliar neighbourhood. I would scan the bus for the faces of my friends, make sure that the bus driver was the same one that had been there in the morning, and even then ask the others over and over again to be sure I was in the right bus. On school or family trips to an amusement park or a museum, I wouldn’t let the leaders out of my sight. And of course, I was never very adventurous when it came to taking walks or hikes because I would go only where I was sure I would never get lost.

Perhaps, one of the worst fears I had as a child was that of not being liked or accepted by others. First of all, I was quite shy. Secondly, I constantly worried about my looks, thinking that people wouldn’t like me because I was too fat or wore braces. I tried to wear ‘the right clothes’ and had intense arguments with my mother over the importance of wearing flats instead of saddled shoes to school. Being popular was very important to me then and the fear of not being liked was a powerful one.

One of the processes of evolving from a child to an adult is being able to recognise and overcome our fears. I have learnt that darkness does not have to take on a life of its own, that others can help me when I am lost, and that friendliness and sincerity will encourage people to like me. Understanding the things that scared us as children helps to cope with our lives as adults.

a. On the basis of your reading the passage, make notes using headings and subheadings. Use recognisable abbreviations, whenever necessary. (5)
b. Write a summary of the passage in not more than 80 words using the notes made and also suggest a suitable title. (3)

2. Read the passage carefully and answer the questions that follow. (12)

Given the standings of some of its institutions of higher learning, the IITs and IIMs, India is a potential ‘knowledge power’. Realising the potential, however, is not going to be easy. The impressive strides made by Sarva Shiksha Abhiyan notwithstanding, universal access to quality school education- “a minimum necessary
condition for any progress towards making India a knowledge society”, as the 2006 report of the National Knowledge Commission puts it- remains a distant goal.

There is as yet no proper and effective legislation at the national level to affirm the right to education, a fundamental right under the Constitution. The number of school buildings for elementary and secondary education falls far short of requirements and so does the number of qualified teachers. The pressure on government budgets, which forces government to hire teachers on contract paying a pittance of a salary, is playing havoc with quality. While the incursion of the private sector in the field is providing some competition, mechanisms to enforce the required standards are lacking.

Note that there are no national standards or standards enforcing agencies. We have the National Council for Educational Research and Training (NCERT) to bring out textbooks in various subjects for school education. The Central Board of Secondary Education (CBSE) conducts examinations for schools affiliated to it across the country. The states too have their school boards to conduct exams and enforce minimum standards. However, the standards widely vary. In their anxiety to show spectacular performance, some states are overly lenient in marking answer papers.

Going by the number of students securing ninety percent or more in their higher secondary exam, it would appear India is on the brink of a knowledge revolution. The numbers are so many that the cutoff point for admission to top colleges is now touching hundred percent. However, admission to IITs and medical colleges are not based on CBSE or state board results. Leading undergraduate colleges offering non-professional degree courses hold their own admission tests. Obviously, higher secondary school results are not taken to be a reliable index of the quality of a student’s learning capability or potential.

While scoring high marks or even 100 out of 100 may not be out of a good student’s reach in subjects like mathematics or physics, it is difficult to figure out the quality of answers that fetch ninety percent marks in Economics and English. The standards applied by senior secondary boards like CBSE seem to have been diluted to the point that they have a big gap between what students learn at school and what they have to face on entering institutions of higher learning.

A) On the basis of your reading of the passage, answer the following questions by choosing the correct option

I. A distant goal is __________
   a) Sarva Shiksha Abhyan
   b) Quality school education
   c) National Knowledge Commission
   d) A knowledge society

II. The main factor that has affected the quality of education is _________
   a) The private sector
   b) Pittance of a salary
   c) Teachers on contract
   d) Some competition

III. The two standard enforcing agencies are_________
   a) IIT and CBSE
   b) CBSE and NCERT
c) IIT and IIM  
d) IIT and NCERT  

IV. Leading undergraduate colleges hold their own admission tests because_____  
a) They are proud of their admission tests  
b) They dislike higher secondary school results  
c) They distrust higher secondary school results  
d) They are leading undergraduate colleges  

V. The synonym of ‘strides’ in paragraph 1 is-  
a) Rides  
b) Steps  
c) Contribution  
d) Jumps  

VI. The antonym of ‘spectacular’ in paragraph 3 is-  
a) Dull  
b) Unimpressive  
c) Important  
d) Unattainable  

Answer the following questions on the basis of your reading of the above passage-  
i) Why are teachers hired on contractual basis?  
ii) What function does the CBSE perform?  
iii) Why aren’t the higher secondary results reliable?  
iv) What has the dilution of the standards of the secondary boards resulted in?  
v) Which word from paragraph 2 means ‘to attack on’?  
vi) Which word in paragraph 3 means ‘not as severe’?  

Section B (Writing and Grammar) 30 marks  

3. You are Piyu/ Piyush, Secretary of the Art Club of your school. Write a notice for your school notice board inviting students to participate in the ‘Poster Making Competition’ to be held in the school, giving necessary details.  

4. You are Karan/ Karuna of 24, Goldview Colony, Delhi. Write a letter to the Editor of a local daily complaining about the badly maintained parks of your colony.  

5. You are the senior librarian of Vivekananda School, Delhi. Write a letter placing an order for some books (both academic and non-academic) to Chetan Publishers, Delhi.  

6. Write an article in 150-200 words on the role value based education can play in uplifting the degrading standards of modern society. You are Misha/ Mukund.
6. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction in your answer sheet, against the correct blank number. (4)
   a) Chronobiology might sound the little
   b) futuristic- like something into a
   c) science fiction novel, perhaps- but its
   d) actually a field of study who concerns
   e) one of the oldest process life on this planet
   f) has ever knowing: short-term
   g) rhythm of time but their effect
   h) in flora and fauna.

7. Look at the words and phrases below. Rearrange them to form meaningful sentences to make readable passage. (2)
   (a) love / of others / good manners / and / win the / respect
   (b) when / best / they can / one is / be learnt / young
   (c) saves us / turns away / soft answer / anger and / a / a pitfall / from many (d) who is / stranger / respectful / a person / even / like

Section C (Literature) 30 marks
8. Read the extract below and answer any two of the questions that follow- (2)
   Then with eerie delicate whistle- chirrup whisperings She launches away, towards the infinite
   And the Laburnum subsides to empty
   A) Who is ‘She’ referring to?
   B) What effect does the last line convey?
   C) Which word here means the same as ‘recede’?

9. Answer any five of the following: (10)
   a) What happened when the narrator visited Mrs Dorling for the first time?
   b) How does the author describe his grandfather?
   c) Why did the narrator call Ile Amsterdam the most beautiful island in the world?
   d) Describe the appearance of Hor.
   e) What moment does the photograph depict?
   f) “I didn’t want to worry you when you were trying to save us all.” What does this show about the speaker?

10. Answer any one in 120-150 words (6)
   a) Happy moments are short-lived but provide a lifetime memory. They provide a cushion to bear the difficulties which the future has in store for you. Comment in the light of the poem ‘A Photograph’ by Shirley Toulson.
   b) Natural elements like rain and sunlight make no discrimination and bless everyone equally. As opposed to it, social evils like class and caste inequality are a total human creation. Comment on it.

11. Answer any one in 120-150 words. (6)
a. Why does the narrator want to forget the address?
b. How does the story “The Summer of the Beautiful White Horse” convey the message of honesty and integrity?

12. Answer any one in 120-150 words.

   a. A life of dedication and integrity can be lived even without college or university level education, as the grandmother demonstrates. Elaborate.

   b. How does optimism help endure “the direst stress”? Answer in reference to the story ‘We’re Not Afraid to Die...’